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Materials were developed by home economics personnel of the Douglass College and the New Jersey Department of Education to aid local supervisors, teachers and administrators in planning high school level home economics curriculums that will serve students with varying needs, abilities and interests. The curriculum materials reflect the broadened scope of contemporary home economics programs which include family life and consumer education. Part I--Curriculum Planning, contains the goals of home economics education, components of a comprehensive program, a schematic outline depicting paths to the future through home economics education, suggestions for evaluation and unit content of grades 7-12 and adult education, as well as home economics related occupational clusters. Part II--Guides for Developing Teaching Plans, lists the purpose and use of guides and desired behavioral outcomes. Guides are suggested for developing and evaluating learning experiences in foods and nutrition, housing, home furnishings and equipment, textiles and clothing, home management and family economics, and the family and child development for middle and late adolescent level. There is no bibliography but the reader is referred to "References and Aids in the Teaching of Home Economics and Related Occupations," available as VT 007 606. (FP)

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GUIDELINES
FOR
HOME ECONOMICS EDUCATION
IN
SECONDARY SCHOOLS

State of New Jersey
Department of Education
Division of Vocational Education
Home Economics Unit

VT007983

GUIDELINES

FOR

HOME ECONOMICS EDUCATION

IN

SECONDARY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Home Economics Unit

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MEMORANDUM

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State Dept. of Education, Division of Vocational Education, Home Economics Unit;

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FOREWORD

This bulletin, "Guidelines for Home Economics Education in the Secondary Schools", has been developed to serve as a creative resource for local supervisors, teachers, and administrators in the planning of Home Economics curricula that will serve students with varying needs, abilities, and interests.

Emphasis has been placed fundamentally upon preparation for personal, family, and community living. It will be noted, however, that some of the learning experiences are directed toward the orientation of students for occupations requiring skills and knowledges in the various aspects of Home Economics. Because of the increasing need to prepare youth and adults for a dual role of homemaker and successful worker, education for employment has become a recognized and significant segment of the Home Economics spectrum. This occupational aspect of the Home Economics curriculum will be covered in greater depth in a following bulletin which is now in preparation.

No bibliography is included in this guide. An up-to-date bibliography has already been prepared by the Home Economics Department of Douglass College, in cooperation with the State Department of Education. It is entitled "References and Aids in the Teaching of Home Economics and Related Occupations", and is available from the Curriculum Laboratory of Rutgers University.

It is the hope of those responsible for this bulletin that it may stimulate new and more creative approaches on the part of those engaged in the field of Home Economics education in New Jersey.

Robert M. Worthington
Assistant Commissioner of Education

Myrna P. L. Crabtree, Director
Home Economics Education
Division of Vocational Education

State Department of Education
Trenton, New Jersey
August 6, 1968

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The efforts of many people have contributed to the fruition of this publication. All of them cannot be acknowledged here, but some deserve special recognition. Among these are: Mrs. Florence Heal, Supervisor of Home Economics, State Education Department; Dr. Carl Schaefer, Chairman, Department of Vocational-Technical Education, Graduate School of Education, Rutgers University; Mrs. Alice Hanawalt, Graduate Assistant at Douglass College;and staff members of the Division of Curriculum and Instruction, State Education Department.

Mrs. Marguerite R. Cryer, Chairman of Home Economics, Columbia High School, Maplewood, N. J. played a major role in the completion of this publication by performing the difficult task of compiling and editing the final manuscript and incorporating the many contributed ideas of field testors and evaluators into the final product. Special thanks also go to Mr. Benjamin Shapiro, Director of the Division of Vocational Education, Curriculum Laboratory,and his staff for the preparation of copy in the printing and reproduction of the document.

Finally, the State Education Department expresses its appreciation for the assistance given by all those Home Economics teachers, local supervisors, and teacher-educators who contributed to the field-testing of materials leading to the formation of the ultimate product.

This bulletin, then, is truly the creation of many hands. If it contributes to the development of more innovative approaches and creative programs of Home Economics Education in New Jersey, its architects will have been richly rewarded for their efforts.

PART I

CURRICULUM PLANNING

GOALS
OF
HOME ECONOMICS EDUCATION

Home Economics Education today has two major goals: Firstly, the preparation for maximum quality of home and family life for each individual; and Secondly, the preparation for professional and non-professional employment in home economics and related occupations.

At the beginning of the twentieth century, emphasis in home economics was limited to a small number of skills. Gradually there came a realization that the patterns of family life were changing. More families were becoming consuming rather than producing units, and the psychological function of the family was assuming importance. There was a recognized need for a broader and better-balanced curriculum. The passage of the Smith-Hughes Act in 1917 made it financially possible, and a broad vocational home economics program began to develop which included all aspects of home and family living.

The scope of the curriculum now includes the following areas:

Child Care and Development
Textiles, Clothing, and Personal Appearance
Foods and Nutrition
Family Health and Home Care of the Sick and Home Safety
Housing, Home Furnishing and Household Equipment
Personal, Family, and Community Relationships
Personal and Family Economics
Consumer Education and Home Management

Colleges prepare students for Home Economics professional positions in Education, Business, Mass Communications, Extension Work, Social Agencies, etc.

The Vocational Education Act of 1963 stimulated efforts in the preparation of high school and post high school students for home economics related occupations, both semi-skilled and skilled. Following are areas which represent clusters of job possibilities for preparation at the secondary and post-secondary school levels:

Child Care Services
Clothing Services

Institutional and Home Services
Food Services
Housing and Home Furnishing Services
Specialized Family Services

Home Economics Education has recently added the dimension of education for wage earning to secondary school programs in order to better meet the needs of the large proportion of young people who are entering the labor force directly after high school. Programs are being developed to meet the dual needs of young women, preparation for successful homemaking and preparation for satisfaction and achievement in the world of work. It has been projected that 40% of the labor force will be women in 1970. Facts tell us that women leave the labor force to raise families and return at various stages of the family cycle for both economic and psychological reasons.

Responsibility of home economics education for meaningful preparation of young women for the world of work, as well as for home and community living, is increasingly taking on greater importance.

BUILDING A COMPREHENSIVE HOME ECONOMICS PROGRAM

What does a comprehensive home economics program in the high school include? Fundamental to the curriculum is the preparation for personal and family living. Beyond that, the program should be directed toward serving the needs of all students, whether their goal is further education or employment directly after high school.

Components of a comprehensive home economics program:

Basic Home Economics - a sequence of a minimum of two years which shall emphasize each semester instruction in two or more of the following areas of homemaking listed, so that a minimum of four areas are taught per year and all areas are included in the two years.

Basic courses prepare students for total home and family living and may serve as pre-occupational preparation.

- Personal and Family Relationships
- Foods and Nutrition
- Personal and Family Economics
- Human and Child Development
- Textiles and Clothing
- Housing, Home Furnishings, and Equipment
- Home Management and Consumer Education
- Family Health and Safety

Special Focus Courses - one semester or one year each for students who cannot take the above sequence or who have a special interest in one area of home economics, such as:

- Family Clothing and Textiles: alterations, selection, care, construction, wardrobe planning and accessory selection

- Family Meal Management: organization of time and money; comparative shopping

- Housing, Home Furnishing, Equipment, Interior Design and Textiles

- Personal Relationships: living in a family and society; individual roles within the family

- Home Management: decision making; values and goals; learning to organize and control various areas of family living

- Preparation for Marriage and the Beginning Family

- The Young Child in the Family

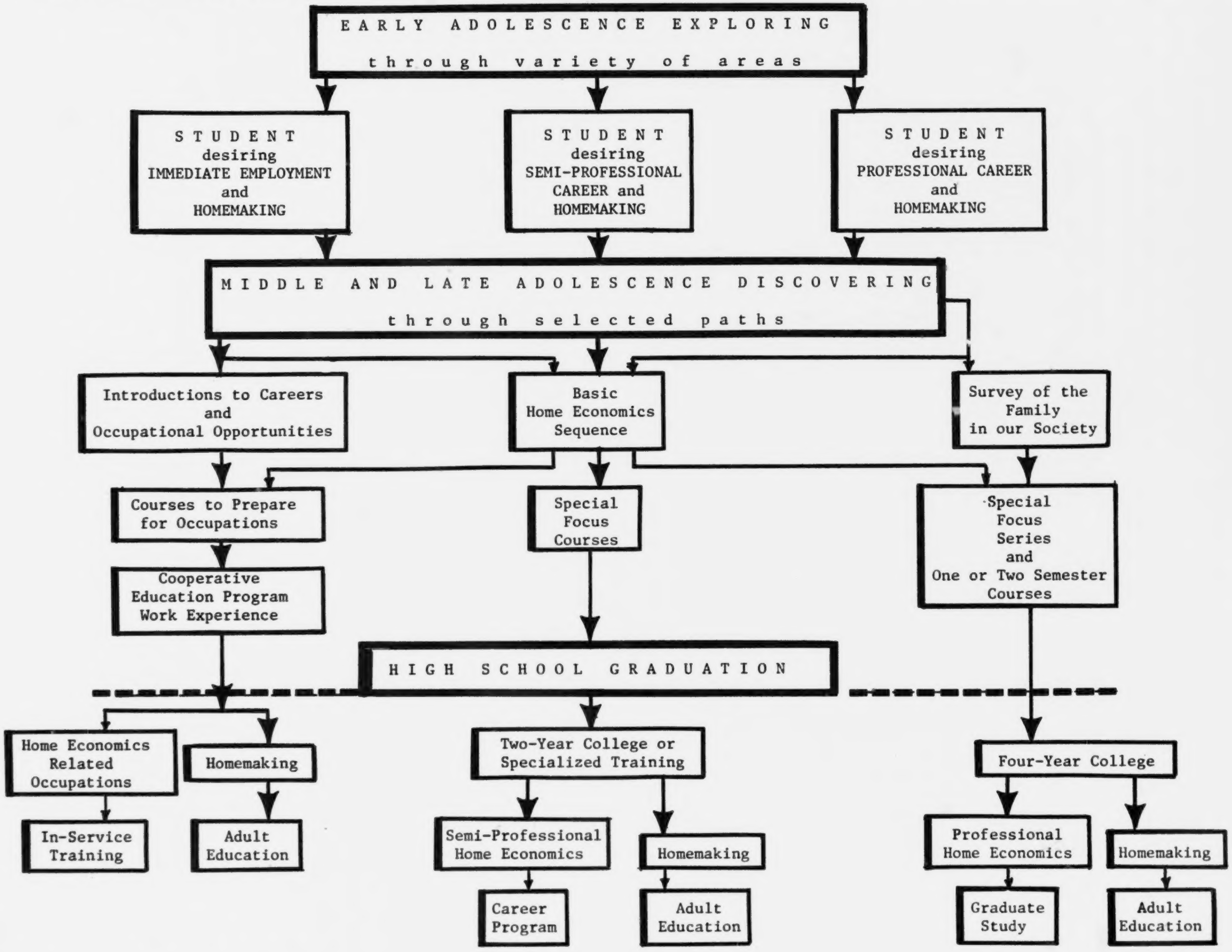
- Consumer Education

Preparation for Home Economics Related Occupations - courses or cooperative work experiences preparing for such occupations as these:

Foods -	catering food service and preparation for institutions, business and industry hospital kitchen work demonstration cooking
Textiles and Clothing -	alterations and repairs, distributive jobs in fabrics, draperies, ready-to-wear creative sewing dressmaking
Family and Child -	serving as aide in day-care center, department store, camp helping a mother assisting in a nursery school caring for the aged, assisting in a nursing home
Housing, Home Furnishings and Equipment -	assisting or helping a decorator distributive fields of home furnishing and/or equipment assisting a homemaker in her home

On the following page is a diagram illustrating a comprehensive home economics program as suggested here. PATHS to homemaking and/or employment are developed through the home economics program for (1) the student terminating his formal education with high school graduation, (2) the student attending a two-year college, and (3) the student attending a four-year college. Suggestions are made for continuing home economics education at the adult level.

PATHS TO THE FUTURE THROUGH HOME ECONOMICS EDUCATION


EARLY ADOLESCENCE EXPLORING
through variety of areas
STUDENT desiring IMMEDIATE EMPLOYMENT and HOMEMAKING
STUDENT desiring SEMI-PROFESSIONAL CAREER and HOMEMAKING
STUDENT desiring PROFESSIONAL CAREER and HOMEMAKING
MIDDLE AND LATE ADOLESCENCE DISCOVERING
through selected paths
Introductions to Careers and Occupational Opportunities
Basic Home Economics Sequence
Survey of the Family in our Society
Courses to Prepare for Occupations
Special Focus Courses
Special Focus Series and One or Two Semester Courses
Cooperative Education Program Work Experience
HIGH SCHOOL GRADUATION
Home Economics Related Occupations
Homemaking
Two-Year College or Specialized Training
Four-Year College
In-Service Training
Adult Education
Semi-Professional Home Economics
Homemaking
Professional Home Economics
Homemaking
Career Program
Adult Education
Graduate Study
Adult Education

EVALUATING A HOME ECONOMICS PROGRAM

WHERE DOES ONE START?

In order to clarify what a school's present program includes, it may be helpful to make a SCOPE AND SEQUENCE chart using a form such as the one below. The curriculum content at each grade level and in each area of home economics should be filled in.

The teacher may then benefit from studying the content suggested for a comprehensive home economics curriculum on the preceding pages. An evaluation can be made of what is already being done, and consideration can be given to ways in which the local program may be extended or enriched.

After establishing this kind of groundwork, the Guides for Developing Teaching Plans contained in Part II will have greater validity.

Grade	Foods and Nutrition	Textiles and Clothing	Family and Child	Housing, Home Furnishing and Equipment	Home Management Family Economics
7					
8					
9					
10					
11					
12					
Adult					

GUIDELINES

FOR

HOME ECONOMICS CURRICULUM PLANNING

7 - 12 GRADES

HOME ECONOMICS CURRICULUM

The scope of the home economics curriculum includes two aspects: (a) education for useful employment or homemaking; and (b) education for gainful employment or occupational education.

Home economics courses are planned for boys and girls of varied interests, needs and abilities. Courses are offered to students who will establish homes of their own after high school and may also be employed. Other courses are provided for those who will go on for further education, who may wish to take one or two elective courses for personal or social development. Additional courses are available for students who wish to enter home economics related occupations directly after high school or will continue training in a two or four year post high school program in home economics technologies or professional careers.

Suggested Units of Study

Through

7th and 8th Grade

Units of study should take into consideration the predominant developmental characteristics, needs and concerns of early adolescents. All units need not be studied at each grade level. Select series of units with appropriate learnings for specific levels.

Suggested Units

- Improving personal appearance
- Exploring future careers and occupations
- Getting along with family and friends
- Helping with family meals
- Enjoying and caring for young children
- Planning and caring for clothes
- Caring for and making a room attractive
- Using money wisely

9TH THROUGH 12TH GRADE

Some Types of Courses and Sequences

I. Education for Homemaking

A. Basic Two-Year Home Economics Sequence

Each semester of the two-year program shall emphasize instruction in two or more of the following areas of homemaking listed, so that a minimum of four areas are taught per year and all areas are included in the two years.

Home management
Consumer education
Foods and nutrition
Clothing and textiles
Child growth and development
Personal and family relations
Personal and family economics
Housing, home furnishings and equipment
Family health and safety

The basic two-year sequence can be helpful to students who will later enroll in home economics occupations.

Grade Levels:

Home Economics 1	9th or 10th
Home Economics 2	10th or 11th

Time:	Single period every day all year or minimum of 200 minutes per week.
Credits:	Five credits. Out-of-class assignments are required and should be related to home and community application of skills and information.

B. Special Focus Courses

Courses focusing on special interestsor concerns of students in any one of the following areas may be offered:

Home management and consumer education
Foods and nutrition

Clothing and textiles
Child growth and development
Personal and family relations
Personal and family economics
Housing, home furnishings and equipment
Family health and safety

Grade Levels:

Any grade level, providing development and abilities of students are compatible.

Time: Three to five periods per week.

Credits: One and one-half to five credits.

C. Special Senior Courses

Courses designed to prepare the young adult for home and family living with no prerequisites. A variety of areas are included.

Grade Level: 12th

Time: Five periods per week.

Credits: Two and one-half to five credits.

II. Occupational Education

A. Home Economics Related Occupations

Occupational courses are directed toward preparation for gainful employment and must be based on the evidence that sufficient job opportunities will be available. Courses are planned in the following areas:

Child care services
Clothing and textile services
Institutional, hospitality industry and home services
Food services
Housing and home furnishing services
Special family services

Grade Levels: 11th and 12th

Time: Five double periods per week or a minimum of 400 minutes.

Credits: Six to seven and one-half credits.

B. Cooperative Work Experience in Home Economics Related Occupations

When juniors are offered an occupational course it is recommended that the second year in an occupational sequence be a cooperative work experience program. This involves one period a day for a related class in the specific occupation and half day on the job in selected work stations.

Grade Level: 12th

Time: One class period plus one-half day on the job.

Credits: Ten to fifteen credits.

PLANNING FOR NEEDS OF ADULTS

American society today is increasingly aware of the continuing need for learning after the termination of formal education, if a person's life is to be full and his experiences challenging and satisfying. As new problems or opportunities are faced, new educational needs are presented.

Communities are answering these needs in a number of ways. Courses related to home economics are being offered to both men and women for the improvement of skills and the expansion of interests and knowledge associated with homemaking. Employed people are being given opportunities for upgrading their position by further education related to their work.

A Few Suggested Topics for Adult Classes

Suggestions for courses in adult education in Home Economics are given below. The list is by no means exhaustive, but it is representative of the kinds of units in which homemakers (men and women) have participated. Unit courses are listed in the area in which major emphasis was placed; however, courses frequently have dual emphases which may not be apparent from the title. For example, a unit course or series of lessons on Children's Clothing may direct attention to child development or economics as well as to clothing construction.

Family Finance and Consumer Buying

- Credit and installment buying, getting the best buy in money rates
- Stretching the family dollar
- Financial planning for the family
- Tips and methods of buying that can save money
- Shopping for food: hints on price, quality, packaging, and comsumer protection
- Housing: rental, co-ops, home mortgages, repairs, home improvement frauds
- Family insurance protection: "breadwinner policies", life, health, accident, liability, industrial, term, etc.
- Investments for the individual and family
- Getting the best values in auto insurance; cutting car maintenance costs

Housing and Home Furnishings

- The creative home decorator
- Modernizing your home and its furnishings
- Furniture repair, refinishing, and upholstering
- Improving the kitchen
- Selecting, making and using accessories for the home
- Storage space strategies
- Arranging furnishings for family living
- Decorating the home with color
- Exploring and preparing for occupations related to housing and home furnishings

Clothing and Textiles

- Clothes to fit your figure and pocketbook
- Pattern designing and cutting
- Shortcuts in making clothes
- Fitting, remodeling and alteration of clothing
- Making children's clothes
- Clothing construction (units in beginning, intermediate, advanced sewing and tailoring)
- Use and care of new fabrics
- Exploring and preparing for occupations in clothing and textile services

Foods and Nutrition

- Meals for the working homemaker
- Ideas for meal preparation and service for the active family
- Variety in low cost meals
- Foods for two -- and company
- Meals for modern families
- Meals for weight control
- Meals for family health
- Food for special occasions
- Team work in the kitchen
- International cookery
- Selection and use of "convenience" foods
- Getting your money's worth at the market
- Exploring and preparing for food service occupations
- New tricks with common foods

Child Development and Family Relationships

- Parents and the teen-ager
- Enjoying your child of 8 to 12
- Your pre-school child
- Prenatal and infant care

- Creative leisure time activities for the family
- The empty nest - new adjustments
- Family members grow up together
- Keys to family communications
- Preparing for occupations in child care and family services
- Combining homemaking and wage earning - A realistic look

Personal and Home Management

- Shortcuts in meals
- Shortcuts in sewing for the family and home
- Management in the home
- Kitchen equipment and its efficient use
- Effective utilization of time
- Making house care easy - the use of modern techniques and materials
- Homemaking time and money savers
- Labor saving devices
- Modern technology and the homemaker
- Preparing for occupations related to institutional and home management

Health, Safety, and Care of the Sick

- Family bedside care made easy
- Understanding and caring for the aged
- Home care of the sick
- Mental health in the family
- Safety in the home
- Parent-child communications in health concerns
- Keeping the family healthy
- Cues for the care of the convalescent child
- Selecting and utilizing health services for the family

HOME ECONOMICS RELATED OCCUPATIONAL CLUSTERS

Home Economics education has recently added the dimension of wage earning to its curricular scope. The Vocational Act of 1963 provided financial stimulus to this type of education designed to prepare girls and women for home economics related occupations. Generally, these occupations group themselves around certain broad "clusters" or distinctive types of work.

Listed below are some of the more common clusters of home economics related jobs, with a breakdown of some occupations to be found in these clusters.

Suggested Area of Home Economics Clusters	Typical Occupations to be Found in This Cluster
1. Child Care Services	Child Care aides-private nursery school, day-care center, playground or recreation center. Assistant in children's home or hospital, nursery in department store or industrial plant.
2. Clothing Services	Demonstrators or assistants; clothing maintenance specialists in homes, department stores; dry cleaning and laundry aides; clothing alterers and assistant seamstresses.
3. Institutional and Home Services	Laundry service workers in hospitals, hotels, motels, nursing homes. Housekeeping aides in hospitals, nursing homes, motels, hotels, and homes.
4. Food Services	Supervised food service workers in schools, hospitals, institutions. Assistants to food demonstrators in department stores and utility companies. Waitresses. Family dinner service specialists.
5. Housing and Home Furnishing Services	Assistants in Florist shops, gift shops, drapery and slipcover businesses, and to interior decorators.

Suggested Area of Home Economics Clusters	Typical Occupations to be Found in This Cluster
5. cont'd.	Workers in department stores (home furnishings, housewares, china, and glassware).
6. Specialized Family Services	Companion to an elderly person
	Shopping service operator
	Homemaker's assistant
	Aides in social service agencies

PART II

GUIDES FOR DEVELOPING TEACHING PLANS

Advisory Committees

It is recommended that membership on the central adult education advisory committee include leadership representatives from various aspects of the field of Home Economics. Since programs may involve education for home and family life as well as related occupational preparation, representatives from agencies, institutions, business, industry and organizations who can make a contribution to both phases of the Home Economics curriculum should be included.

Anti-Poverty Efforts

As programs in Home Economics for adults and out-of-school youth are planned it is recommended that courses be developed to support and assist in the implementation of basic education offerings. Courses in areas such as child care, family health, consumer education and financial planning, housing and home decoration can be effectively used to strengthen anti-poverty efforts.

Guidelines for Home Economics Related Occupational Courses

Certain considerations in the administration of these occupationally related courses may be helpful for those who plan to initiate them in the field. Some of the more important guidelines are the following:

1. Curriculum is based on the job analysis of a specific occupation.

2. Emphasis is placed on the development of attitudes, behavior, and personal appearance necessary to secure and hold a job.

3. Qualities and attitudes are the basis for selecting enrollees in a specific job-oriented program.

4. Programs are established only when evidence shows sufficient job opportunities are available for placement of trainees.

5. Vocational counseling and occupational information is necessary to help the teacher and director of adult education determine needs, employment opportunities, and placement of students in the most satisfactory program.

6. The establishment of a local Home Economics Advisory Committee helps determine work available and to advise and evaluate the specific emphases of the training program.

THE PURPOSE OF THE GUIDES

The GUIDES FOR DEVELOPING LEARNING EXPERIENCES have been conceived with two purposes in mind:

1. to suggest to the teacher a new approach to home economics education: the development of generalizations, and
2. to provide the teacher with concrete illustrations of tested learning experiences and evaluation techniques that may be used in the development of generalizations.

The material has been organized so that the generalizations that are sought and the behavioral objectives are stated in preface to examples of learning experiences. Parallel with these learning experiences are exemplary evaluation techniques and tools.

It should be understood that the material herein presented is intended to be a series of suggestions to help stimulate breadth in curriculum planning. It does not purport to include all possible learning experiences for a home economics curriculum, but rather should be considered a resource guide which can be helpful in planning local programs.

It is hoped that the approach that is presented and the variety of suggestions that are given will ignite sparks of imaginative thinking. This publication will serve its intended purpose if teachers are inspired to adapt ideas and to create their own new ways of opening doors to knowledge and experience in home economics education.

SUGGESTIONS ON HOW TO USE THE GUIDE

1. Turn to the section of the GUIDE involving the area of home economics for which you wish to plan a unit of study.
2. Considering the needs of the students involved, read over the generalizations that are suggested and select one of these principles that you would like to lead your particular students to understand.
3. Check as to whether or not the related behavioral objectives, as stated, are in line with your goal for this specific situation.
4. Adapt the ideas presented in the GUIDE to your class and unit.
5. Use other generalizations in the same manner.
6. From this background watch your own generalizations and learning experiences develop and evolve.

DESIRED BEHAVIORAL OUTCOMES

MIDDLE AND LATE ADOLESCENT LEVEL

Reveals the personal understandings and characteristics of the good citizen.

Has some understanding and acceptance of various cultural values and influences on family and personal life.

Has intelligent appreciation and support of democratic goals and principles and of American culture, social and political traditions.

Has appreciation of the family as a social institution.

Has an understanding of the requirements and opportunities for various wage-earning experiences and vocational choices.

Has skills and competences necessary for wage-earning in a specific aspect of home economics.

Demonstrates evidence of interest in the preparation for a chosen vocation.

Has understanding and control of emotional and physical self.

Shows evidence of increased sensitivity and competence in the use of logical thinking and problem-solving processes.

Demonstrates understanding and competences needed to facilitate desirable relationships within the family and other small group situations.

Demonstrates ability to apply ethical values, as gained from viewing events and conditions in this country and in the world and in the light of their historical and cultural pasts, to his own decisions and behavior.

Recognizes the importance of being an intelligent and skillful consumer.

Shows ability in family meal management by the application of knowledge and skills relative to food preparation.

Shows an understanding of children's needs, and skill in using techniques for guiding their development.

GUIDE FOR DEVELOPING LEARNING EXPERIENCES
in
FOODS AND NUTRITION
for
MIDDLE AND LATE ADOLESCENT LEVEL

CONCEPT: The Nature and Significance of Foods

SUBCONCEPTS:

- Fundamentals of Food Preparation and Service
- Functions of Foods in our Society
- Nutrition and Health
- Composition of Foods as Related to Processing, Storage, Preparation and Meal Planning
- Problems Involved in Food Marketing
- Careers and Occupations Related to Foods and Nutrition

BROAD GENERALIZATION: Success in food preparation and service is dependent upon familiarity and understanding of culinary terms and techniques, effective use and care of equipment, practice of safety measures, and knowledge and application of appropriate methods of table service.

Behavioral Objectives:
- Understanding of principles and techniques related to preparing and serving foods so that meals will be palatable and appealing.
- Appreciation of safe and sanitary practices to use when handling food.

Supporting Generalization: Awareness of safety measures, sanitary methods and grooming practices are prerequisites for working in the kitchen.

LEARNING EXPERIENCES	EVALUATION
Show and discuss the filmstrip *Safety in the Kitchen* (Carnation Company). Prepare a list of safety hazards found in a kitchen, and discuss procedures which may be used to prevent or handle accidents resulting from them, such as: falls, burns, spilled grease, and cuts. Ask key questions: - What measures should be taken to prevent ________________? - How do you handle the situation when someone has ____________? - What kind of fire extinguishers are available? How do you use them?	Use a score card to judge neatness, safety consciousness and practice of sanitary measures to evaluate the application of the generalization. Continue to use these score cards throughout the course.

LEARNING EXPERIENCES	EVALUATION
Demonstrate food preparation during which safety and sanitation practices are carefully carried out. Pupils spot these practices and make a list for future discussions.	As lists of demonstrated safety and sanitation practices are discussed, have students describe practices that might be unsanitary and unsafe.

Supporting Generalization: Having the correct equipment and knowing how to use it properly may save time, prevent accidents, and obtain better results.

Demonstrate the use of various types of equipment by one of the following methods: a trip to a local appliance store; a resource person from the utility company; student demonstrations or teacher demonstrations. A discussion should follow. Ask key questions: - What are the safety features of each appliance? - Which appliances serve a dual purpose? Students demonstrate, making something with various types of equipment. (Example: a meringue with an old hand egg beater, a good hand egg beater, a whip, a portable electric beater.) How did the equipment affect the volume? Time required?	Prepare a display of kitchen equipment and utensils. Have pupils do the following: - Indicate food preparation for which equipment is intended. - Note safety precautions. - Describe or demonstrate a variety of ways each appliance or utensil may be used. - Demonstrate method of cleaning the appliance.

Supporting Generalization: Knowledge and application of cooking terms and techniques used in recipes affect cooking success.

LEARNING EXPERIENCES	EVALUATION
Have student groups demonstrate the preparation of a simple recipe (muffins, biscuits, cake mix, etc.) using: - correct methods - incorrect methods	Judge the products made, using a score card, for appearance, flavor, texture, etc. Determine the reasons for differences noted in relation to techniques used.
As a laboratory experience, have groups conduct a contest to see which group can prepare a simple menu using the least number of special pieces of equipment.	Have a "Term and Technique" Bee as a method of review. Discuss and demonstrate any terms or techniques that are not clear or known to the students.
Brainstorm: How many ways could a spoon be used? (A variety of utensils can be used.)	

<ins>Supporting Generalization</ins>: Although patterns of meal service and table setting vary with family needs and values and the situation or the occasion for which the meal is planned, application of socially acceptable table settings and eating habits within the culture contributes toward personal security in social situations and perpetuates the social and cultural traditions of the family.

Have pupils complete a set of questions, such as the following, being sure that papers are to be unsigned.

- What does mealtime mean to you?
- Indicate which of the following items you consider essential for everyday family meals, and give a reason for your selection. Suggested items: table, chair, dishes, tablecloth, placemats, eating utensils, serving utensils, serving dishes, centerpiece, etc.
- What makes a meal a "company" meal?

LEARNING EXPERIENCES	EVALUATION
- In what ways are family traditions sometimes expressed by means of meal service and table settings?	
Collect and compile results. In class discussion indicate representative ideas of class members.	Develop a bulletin board display using pictures which represent the class opinions of "mealtime".

Supporting Generalization: Stages of the family life cycle and occupational involvement of family members affect meal service and table setting practices.

Divide the class into groups with each assigned to show a different type of table setting and service for a meal, according to a family situation and occasion developed in group discussion. Examples: - Mary lives in a small apartment. She is planning a slumber party for 3 friends. Indicate a table setting and a type of meal service which Mary might use to serve brunch to her friends. - John and Sue, a young married couple, both working, arrive home between five and five-thirty every weekday. John likes to watch and hear the six o'clock news and sports review. Suggest types of meal service and table settings that might apply in their situation. - Three members of the Brown family work different working hours. Father works six to four-thirty, including commuting. Son, Bob, works eleven to nine and Sue, a high school student, leaves home at 7:45 and returns at four-thirty. Suggest meal service and table setting practices for them.	Report on meal service and table setting practices associated with a specific culture or sub-cultural group within our society. Compare table setting and meal service practices in (a) colonial days and today; (b) at two or more socio-economic levels in our society; (c) indoor and outdoor meals; and (d) formal and informal meals.

BROAD GENERALIZATION: Foods may be used to aid health, promote status, perpetuate continuity of cultural food patterns, enhance sociability, and satisfy psychological needs.

Behavioral Objectives:

- Developing an appreciation of how food habits differ in various cultural, social, and economic groups.
- Creating an understanding of the contribution of socially acceptable table manners to personal security in social situations.
- Understanding the interrelationships which exist between food and mental and physical health.

Supporting Generalization: Food selection and preparation and manner of service reflects food customs of many cultures.

LEARNING EXPERIENCES	EVALUATION
Brainstorm: - Name the foods you like. (Use as a warm-up drill) - How many different cultures can you name? Collate the results of question 2 and use for a brief discussion of different cultures and customs as reflected in foods eaten, methods of preparation and table service. Divide class into groups with each group selecting a culture to study in depth. Distribute study questions. Have groups give demonstrations of	

LEARNING EXPERIENCES	EVALUATION
preparing and serving typical dishes of a particular culture, and conduct tasting parties. Use sources of information such as: community residents, teachers, books, magazines, pamphlets, TV and entertainment media, museums, travel agencies, filmstrips, and movies. Consider questions: - What cooking facilities were or are available? - What were or are the cooling techniques used? - Who did or does most of the food preparation? - Were or are special utensils needed? - Did or does the geographical location affect the choice of food? - Find out as much as you can about one typical dish of the culture chosen. How has it changed over the years? How many variations can you find for this dish? - For what events do they customarily serve special foods? Of what significance is each food served? (Example: unleavened bread at Passover). - How have these cultural patterns affected our meals today?	Teacher and class evaluate each presentation for completeness of information given, originality, evidence of research, and general overall impression.

Supporting Generalization: Consideration for other people's enjoyment of food is related to understanding and use of socially acceptable table manners within the culture of our times and at various socio-economic levels.

Brainstorm: What does table etiquette mean to you and/or what specific kinds of eating habits are particularly repulsive or distasteful to you?	Analyze these repulsive or distasteful practices, and list socially acceptable eating habits or table manners that have evolved as a result.

LEARNING EXPERIENCES	EVALUATION
Divide class into groups. Distribute reference material and judge accuracy and appropriateness of the suggestions drawn from the brainstorming. From this, formulate a suggested "Guide for Table Etiquette".	
Have pupils go into the school cafeteria (unobserved) and note examples of poor manners.	Explain why these practices are objectionable and distasteful and how they affect others. Consider the impression that is given by the pupils who are demonstrating unacceptable table manners.
Plan a "Good Table Manners Week" in the school. Enlist the aid of the administration, faculty, student coucil, lunch room manager, and students in an effort to improve the table manners in school. Place posters in the cafeteria promoting socially acceptable table manners. Have an assembly program or home room program devoted to improving manners.	After the "Good Manners Week", this technique again could be used to see if there has been any improvement. (This might be repeated often during the year for a long-range follow-up.)
Compare acceptable table manners of other cultures and chronological times, such as: eating with fingers, the "belch or burp", piling food on fork, making noises with mouth while eating,"saucering coffee", etc., with class's "Guide for Table Etiquette". If possible, trace the use of knives, forks, spoons, plates, bowls, etc., in present-day customs.	

Supporting Generalization: Food may be used as a socializer, an aide in communicating, and as a symbol of hospitality.

Assign each student the task of thinking about a party she has attended and answer questions: - What type of party was it? (picnic, dinner, etc.) - Were the invitations oral or written? - How many people were there?	

LEARNING EXPERIENCES	EVALUATION
Use these questions and answers in a discussion about entertaining. Have class develop guidelines for party planning, such as: - List available resources (time energy, money, physical facilities). - Consider time of year, occasion, and likes and dislikes of friends	

Supporting Generalization: Social gatherings require planning, organization and management as well as atmosphere and manipulation of groups and individuals for congeniality and social interaction.

Divide class into groups to plan different kinds of a particular type party. (Example: Outdoor parties might include a chuck wagon barbecue, a swimming party, a patio party, or a clambake.) Choose one type for a class party. Have committees assigned to carry out each particular duty. (This may be a good time to foster good community relations by inviting parents, local businessmen, etc.)	After the party, the group should evaluate the event. Key questions: Did the plans for the party seem adequate? Were the plans followed through? Was the food appropriate? Did the people seem to enjoy the food? How could the party have been more successful?
Analyze why certain hosts, hostesses and/or social events have become famous historically. How have they contributed to their own or husband's success or social, business or political needs? Example: Pearl Mesta, Madame Alfand (wife of the former French Ambassador), Andrew Jackson's inaugural "open house", the Kennedy ladies' "tea parties", the Hyde Park hot dog party for Queen Elizabeth and King George.	The teacher may evaluate each girl during the party by: student's ability to accept responsibility; leadership; initiative; appearance; safety and sanitary practices; and ability to socialize.

Supporting Generalization: Emotional stresses that in origin are unrelated to food may be expressed in irrational behavior toward food - for example, criticism, rejection, or overeating.

LEARNING EXPERIENCES	EVALUATION
Have students role play situations depicting emotional scenes at the family dinner table. Sample situations include: - Father scolding son who has just broken window while mother is trying to make him eat. - A mother who is over-conscientious about her daughter's weight. - Small children whose father has had a separate meal cooked for him because he dislikes what they are eating. - A daughter who has her first date with a handsome boy following dinner.	Observe the reactions of each player and of the students in discussion to see the student's concept of her position; what each student accepts, rejects, or avoids; how each student maintains her position in such ways as submission, ridicule, respect; and audience reaction to the role playing. Discuss each role play situation. Sample questions: What has determined if a food was eaten or not? Is there a connection between the words we related to foods above and the scenes? Could there be? Can you remember any comparable scenes you have seen? If so, what were they?

BROAD GENERALIZATION: Understanding of the basic classification and sources of nutrients is essential in order to perceive their effects on functions of the body, their relationship to health and to providing a nutritionally adequate daily diet.

Behavioral Objectives: - Demonstrating intelligent use of accepted health practice and wise action on health problems related to nutrition.

- Recognizing health and nutritional status as a world problem by participating and supporting worldwide humanitarian efforts and organizations.

Supporting Generalization: Foods vary in the quantity and quality of their nutrients.

LEARNING EXPERIENCES	EVALUATION
Using protein foods as an example, have students plan a bulletin board showing sources of animal and vegetable proteins.	
Use a map of the world, or an area map. Indicate countries where the diet is - predominantly made up of incomplete protein - predominantly made up of dairy foods - predominantly made up of animal protein	
Analyze the protein foods in a representative diet. Analyze quality and quantity, and suggest means for improving the quality.	

Supporting Generalization: Nutritionally adequate diets may be affected by body metabolism, geographic location, and the political and economic condition of the country or part of the country in which one lives.

Develop cultural and geographic case situations as examples of malnutrition.	
Relate type of diet to characteristics of people, their physical characteristics, personality, energy, psychology, and emotional attitudes. Evaluate the economy of the country. What is the relationship to diet?	

Supporting Generalization: Protein is the basis of all living cells.

LEARNING EXPERIENCES	EVALUATION
To explain the billions of body cells which must be nurtured, have students examine arm and hand skin with a magnifier to see the cell structure. Prepare two simple dishes--one of complete protein, such as ground beef; the other of incomplete protein, such as plain macaroni. Conduct a discussion relative to these dishes: - How can you extend the incomplete protein dish? - What role does protein play in building body tissue, growth, energy, resistance to infection?	Evaluate these learning experiences by having each student keep an accurate record of all of the food eaten over a three-day period. Analyze nutritive content by making a bar-graph of the amount of each nutrient a typical day's meals contained. Compare results with recommendations for an adequate diet as suggested by the recommended allowances (U.S.D.A.). Suggest ways of meeting nutritive deficiencies indicated on personal bar-graph. Plan personal eating practice changes that will improve individual daily diets. Have slower students count up the number of servings of each of the Basic Four. List all of the "empty calories". Have students compare their intake with the number of servings of each of the Basic Four recommended.

Supporting Generalization: Nutrition may be affected by selection, variety, storage, and preparation of food.

LEARNING EXPERIENCES	EVALUATION
Have students do group research and discuss the ways in which vitamin content may be lost by storage, over-cooking, exposure to air, etc.	
Prepare fruit salads made from frozen, fresh, canned, and dried fruit. Compare them for flavor, appearance, and cost in relation to season of the year.	
With the aid of food charts, evaluate the products involved as to their mineral and vitamin content.	
Prepare vegetable dishes using frozen, fresh, canned, and dried vegetables. Evaluate in the same manner.	
Use projective sentence techniques to summarize learning experiences. - To preserve vitamin content in fruits and vegetables, _________. - In making a choice between fresh, frozen, dry, or canned fruit, _______________. - Cost of vegetable and fruit dishes is influenced by ______. - Meeting recommended food allowances in daily eating patterns involves ______________. - Teen-age diets are often deficient in __________. - Characteristic teen-age diet deficiences can be improved by _______________.	Have students develop and state generalizations from this study relative to variations in nutritive content of foods and food groups and daily eating habits of teen-agers.

Supporting Generalization: Teen-agers whose diets contain the equivalent of four glasses of milk a day are likely to have adequate supplies of calcium, protein, phosphorus, and riboflavin.

LEARNING EXPERIENCES	EVALUATION
Discuss nutritive content of milk.	Draw some generalization with the students relative to: - importance of milk - how it may be used - how much milk young adults require - equivalent values of fluid milk to other dairy products
Brainstorm products made mainly of milk.	
Compare types of milk available in your market (i.e., pasteurized, homogenized, certified, evaporated, condensed). Have students collect milk containers to show variety, labels and cost.	
Select, prepare and evaluate dishes which are made with milk. Serve eggnog and analyze its nutritional value.	
Prepare a cream soup, bisque, or escalloped casserole. Discuss main dishes made with milk and analyze nutritive values.	
Suggest and/or prepare desserts which use milk as the primary ingredient, such as custards, blanc-mange, ice creams, rennet custards, sherbets, etc. Discuss the use of these dishes in relation to meeting the daily milk requirements of teenagers.	

Supporting Generalization: The body is a machine which builds new tissue, replaces worn tissue and provides heat and energy through utilization of nutrients.

LEARNING EXPERIENCES	EVALUATION
Plan a rat feeding experiment to illustrate the effects of food on the body. The rat feeding experiment might be done in collaboration with the biology department.	Have students develop generalizations from these studies.

LEARNING EXPERIENCES	EVALUATION
List foods for quick energy. Brainstorm for the reasons for which one might need quick energy. Contrast these foods with foods which provide energy over a long period of time. Give reasons for long term energy needs.	Plan a well-balanced luncheon or dinner. Draw some conclusions from this plan which may pertain to the part food plays in propelling the human mechanism at peak performance. Evaluate benefits of orange juice, candy bar, sugar cube.

Supporting Generalization: Food patterns and eating habits can play a major role in improving the health of the child.

Exhibit pictures, with appropriate captions, of well-nourished teenagers which depict good posture, shiny hair, clean skin and abundant vitality to portray the end result of good nutrition. Have students research and enumerate some of the foods which could be included in the following diets in order to fill the special nutritive needs of the person or situation: The young child The aged In pregnancy During lactation Liquid diet Soft diet Light diet Have students plan meals and set up trays for each diet. Invite school nurse or nurse from local hospital to class as a resource person.	

LEARNING EXPERIENCES	EVALUATION
Contrast trays for similarities and differences against the "normal" diet. Discuss the basic skills and aesthetic qualities and materials involved in setting up trays.	Develop a score card and score each group presentation of trays for accuracy of: - nutritional content - neatness - appearance - color - appointments - texture

BROAD GENERALIZATION: The chemical and physical properties of foods influence the food's appearance, texture, and flavor and determine how the food is handled, classified, processed, and prepared.

Altering a food's chemical and physical properties through varied agricultural practices, genetic research, and technological innovations affects the nutritive value, sensory qualities, and safety of the food.

Behavioral Objectives:

- Understanding of scientific principles involved in preparing various types of foods.
- Recognizing the rapidly changing technological innovations found in available foods in our markets and adjusting to the effect of these on food purchasing, storage, preparation and meal planning to meet nutritive needs.

Supporting Generalization: Chemical and physical properties of foods may be classified as to source of nutrients, interaction with other ingredients and purposes which they serve in recipes and as part of meal patterns.

LEARNING EXPERIENCES

In class discussion develop lists of foods with similar properties, such as: protein foods, starch thickened products, leavened products, cereal foods, etc. Considering interests, abilities and previous experience of class members select a group of foods for further study. Example: starch thickened products.

Conduct a brainstorming session: List as many examples of ________ as possible:
- thickening agents
- flavorings
- sweeteners

Report results to class and compile lists on the chalk-board.

Have girls complete a chart on which are listed foods in each of the above categories. Describe as to feel, looks, smell and taste.

Divide class into groups and present the following problem:

You wish to make a smooth, thick pudding from a thickening agent, milk, flavoring, and a sweetener. Using the lists on the board, determine:
- What specific ingredients in what amounts could be used for this project?
- What methods of combination and preparation could you use to combine these ingredients?

Report to class and compile lists of results.
Assign one method and one set of ingredients to each group to prepare.
During the experiments students are to record:
- Any unusual events observed (boiling over, lumping, scorching, etc.)
- Time needed to thicken mixture.

Compare results as to flavor, smoothness, thickness, etc., and record comments.

EVALUATION

Develop score cards to evaluate desired results and/or characteristics of food products.

Using cookbooks and reference materials, class members investigate the following problems:
- Explain possible reasons for failures noted in the class experiment. If possible create a diagram illustrating causes of the failures, and present to class.
- Find recipes for various milk- and starch-thickened products.

Classify these recipes into similar groups by comparing ingredients and methods used. Compare the recipes used in class experiment with your lists. Record similarities and differences noted, and present to class.

Supporting Generalization: Identification of a food and its ultimate acceptance or rejection depends largely upon the sensory qualities of flavor, texture, temperature, appearance and aroma.

LEARNING EXPERIENCES	EVALUATION
Select a tasting panel. Give each member a sample of a sweet, a sour, a salt, and a bitter solution. Have each student identify each taste and, by carefully directed testing, locate the area of the mouth where each is tasted.	Matching question: Match foods, e.g., salt, water, vanilla, lemon juice, maple syrup, and vinegar, with areas of the mouth, e.g., sides of tongue, tip of tongue, base of tongue, and sides and tip of tongue, where flavor is tasted.
Blindfold a panel of students, give each a few familiar food objects. Ask each to smell, taste, feel, and identify them.	
Discuss importance of smell in relation to appetite. Suggested discussion questions: - What food aromas whet your appetite for a meal? (bacon, hot dogs, pizza, baking cookies, etc.) - How might a cold affect the appetite? Have you ever experienced this?	
Give each student a mint, and have them hold their nose and eat it. What did it taste like?	
Form a small panel of student volunteers. Give each of them a piece of onion (or other strong tasting food). While they are eating it, have them smell vanilla which has been placed into a cup for each volunteer. What did they taste, onion or vanilla? Discuss reasons for results.	From the learning experiences, develop a list of all things needed to identify a food.

LEARNING EXPERIENCES	EVALUATION
Form discussion groups and give each a sample question. - How could an unacceptable food's appearance be altered to make it acceptable? - In what groups of foods does temperature influence acceptability? Why? What other changes occur? - Name several foods unacceptable to you as a child. Compare their textures. - What can determine a food's flavor? Group these factors. Report results of discussions to class.	Determine pupil's understanding by judging her ability to use all sensory qualities in answering a question such as: Your four year old daughter is beginning to reject milk. - What factors might determine this rejection. Why? - How might you make milk acceptable to her? List several possibilities.
Show samples of spices, seeds, herbs, and flavorings to the class. Each student selects one and reports on its: source, history, storage, and uses.	Spice, Seed, Herb Quiz. Select 20 of the most common spices, seeds, and herbs. Place a sample of each on a sheet of waxed paper. Space them around the room and number each one. Allow pupils one minute at each station to determine by observation, smell and/or taste the name of the specimen before her.

Supporting Generalization: Technological changes in foods have changed the nature and availability of products and necessitated parallel changes in handling, storage, and preparation of foods.

Assign each student a specific food item. Student interview an older relative or acquaintance to determine food purchasing, care and storage practices of 25 to 35 years ago: - Where did you obtain ________ (milk, eggs, flour, rice, etc.)? - How was this food packaged? - How or for what was this food used at home? - Where was it stored?	

LEARNING EXPERIENCES	EVALUATION
Discuss and summarize findings.	
Using the foods assigned and discussed, conduct brainstorming sessions to determine the forms these foods may be purchased in today. Example: Egg—fresh, freeze-dried, powdered, etc.	Compare results with forms of food indicated by the interviews, and develop general statements to explain differences noticed, such as: - variety and number of choices available in the market. - decision making involved in purchasing and storing. - prevalence of out-of-season foods and foreign, culturally identified, and gourmet foods.
Divide class into groups, and assign each group one form of a specified food, such as milk (dried, evaporated, fresh, condensed). Have each group research the manufacturing methods used to develop this product, suggest uses for the product, and possible length of time and means of storage.	Have class develop generalizations about when to use each form of food.
Have groups report to the class the results of their research and experiment. Reports might include use of visual aids.	
Select one food product to be made by all groups using their type of product, such as custards or milk shakes. Compare results by evaluating products for flavor, appearance, quality, cost, ease of preparation, and time required for preparation.	
Use a specific product, such as milk, and identify: - manufacturing method used - storage methods - uses in food products	

Supporting Generalization: In the making of a product of given characteristics, there is a relationship between the chemical and physical properties of the ingredients used and the directions followed.

LEARNING EXPERIENCES	EVALUATION
Have students taste and observe samples of products made from the same, or nearly the same, ingredients, but having different characteristics. Example: gelatin products (gels, chiffons, whips, snows, and whipped cream mixtures). A record of differences should be made.	
Subject products to temperature changes, and observe and record the results.	
Make a comparison of the recipes used for each product, and record differences in methods and ingredients. Groups of students should compare their observations to determine what each specific process does to the ingredients.	
Have students individually experiment using the same ingredients and changing the methods. Note differences in results.	Help the group develop generalizations about the relationship of physical processes in the method of preparation to the ingredients used to produce the product. To evaluate students' learning, use short-answer questions, such as: - What temperature and state must gelatin be in before it will whip? - What happens to the protein in gelatin when it is whipped? - Which gelatin product has an added egg white?

BROAD GENERALIZATION: Changes in technological development, population and consumption patterns affect the marketing and merchandising practices, prices, quality, choices, and preparation of food.

Food safety is influenced by the sanitary measures used in handling and storing foods and by government control.

Behavioral Objectives:

- Becoming a more intelligent and economically literate consumer.
- Developing an awareness of supporting measures of federal, state and local government designed to protect the health and welfare of the consumer.
- Sensing the principal problems involved in the operation of our food marketing system.

Supporting Generalization: Food safety is determined by the sanitary measures used in handling and storing foods both at home and in the marketplace.

LEARNING EXPERIENCES	EVALUATION
Show class a wilted head of lettuce, a bottle of sour milk, a portion of brown, dried out chopped chuck steak, a piece of dry, moldy white bread, and frozen peas which are shriveled and full of "snow". Divide class into groups and assign one food to each group.	
Brainstorm in each group with the question: "How might the food have reached its present state of deterioration?" Compile a list of results.	Teacher evaluates students' present knowledge of causes of spoilage and problems relevant to the storage and care of foods in the home.

LEARNING EXPERIENCES	EVALUATION
and have class select the most appropriate suggestions. Using reference material, each group traces its particular food through all the stages of processing, marketing, merchandising, transporting, commerical refrigeration, and food storage at home which could affect its condition. Groups report results of finds to the class for discussion.	
Assign trip to grocery store to observe marketing and merchandising of the perishable foods on sale. Prior to the trip have class compile questions to be answered by their observations. Examples: - How are the meats displayed? - What suggestions for storage of meats at home could you find on any packages of meat? - Were the frozen foods stored below the freezing line? - Was there any refrigeration provided for fresh fruits and vegetables? - Were employees neatly and appropriately dressed? - What types of packaging of fresh fruits and vegetables aided in preservation of quality? - Was the milk refrigeration area clean? Following trip, ask students to present findings to class. Teacher and/or student groups demonstrate preparation and storage of several types of fresh foods for home refrigeration and freezing.	Use short answer questions to evaluate both the field trips and the demonstration. Suggested questions: - What marketing practices may affect the quality of fresh food products before they are purchased? - How does it pay to store foods properly? - How can storage facilities at home affect food buying? - When is the best time to shop for food? - What should be noted in selecting frozen foods at the market?

Supporting Generalization: Labels on processed foods contain certain information made mandatory by government regulations, but are lacking in much information needed by the consumer.

LEARNING EXPERIENCES	EVALUATION
Open four grades of tuna fish and empty into glass bowls for class observation. Have class note differences in quality and appearance. Have class list ways canned tuna could be used in a meal. Which recipes would necessitate using the high-cost top grade? the medium grade? the low-cost grade? Emphasize intelligent consumer buying.	
Using method of inquiry: four numbered dishes containing beef as it is processed (dried beef, canned beef, frozen minute steaks, and freeze-dry beef) are placed on a table. Have class observe and examine food. Break into groups and analyze findings based on size of pieces of beef, packing medium, texture, color, etc. Develop possible uses and relative cost of each. Have each group choose a recipe using one of the four types of processed beef. Work out a market order and cost sheet, and prepare the food.	Set up table for tasting and evaluating each dish for points covered in the lesson.
Using a simple menu (spaghetti and meatballs, tossed salad, chocolate cookies, and milk), formulate a cost and time analysis of various food purchases that could be used to prepare this meal.	Evaluate these learning experiences by having pupils complete a case problem, such as: Mary and Sue plan to serve a spaghetti and meatball dinner for their parents and grandparents on their parents' wedding anniversary. - In what form would they buy the food if time were the most important consideration?
Have each pupil report on a shopping experience (their own or their mother's, neighbor's, etc.) during which additional information was	

LEARNING EXPERIENCES	EVALUATION
needed on the package in order to help make purchasing decisions regarding quality, amount, and characteristics of product. Make a list of all products needing additional information on the labels, and indicate missing information. Using a recorder, compile a full list of all the information a label could contain to help consumers in making choices when marketing for foods.	- If cost were the most important consideration? - If family likes, dislikes, and traditions were the most important consideration? - What information on the labels of the necessary food items helped in making these choices?

Supporting Generalization: Government authorities protect consumers through laws, regulations, and constant research.

LEARNING EXPERIENCES	EVALUATION
Show one or all of the following: "Science Tells Why. . .Food Additives", "The Fraud Fighters", "The Medicine Man". Analyze as many fad diets as you can for nutritional and scientific validity. Invite a pharmacist to discuss present problems facing the public. Suggested questions for discussion: - Are there any drugs on the market today whose after-effects are still being questioned? - What is the government trying to do to prevent the sale of drugs?	

LEARNING EXPERIENCES	EVALUATION
Have one group adapt a skit based on the old-time medicine man side show techniques, and several other groups work up short presentations on current products emphasizing false claims for cures, false labeling. Skits might be used for an assembly program.	From content of skits, teacher evaluates students' ability to apply previous knowledge learned.

Supporting Generalization: Meal preparation time may be decreased by the use of convenience foods and may also result in reduced costs.

LEARNING EXPERIENCES	EVALUATION
Divide class into four groups, and have each group select a menu suitable for dinner, which can be made from both convenience foods and standard recipes. Adapt recipes to conform to their convenience food counterpart in quantity, choice of ingredients, and nutritive value. On the market order, list the cost of each food for each of the two meals to be prepared.	Draw conculsions from this study and form generalizations. For example: which convenience foods meet cost, time, and nutritive needs more effectively than their counterparts made from basic ingredients.
Have each group prepare both meals, once with the convenience foods, and once following the standard recipes, recording time per step. Compare palatability, color, texture, and consistency. With accurate time recordings of the shopping, preparation, and cooking time needed, compile a chart for home use.	Have each group total cost and time for total meal, and decide which of the convenience foods it would recommend for use at home.
Give class a sample set of menus for a week's meals. Develop "situations" and have the class determine which of the items on the menus should be made from convenience foods. Examples might include a working mother, a family of eight on a limited budget, etc.	

Supporting Generalization: Technological developments that result in changes in the nature of food and food products often bring a need for changed procedures in food handling, storage and preparation.

LEARNING EXPERIENCES	EVALUATION
Give each group a food which is new on the market, and have them work out a recipe in which they substitute this for a standard food in the recipe or work out a new way of serving it. Have each group experiment with its new recipe, and the class taste each one.	Students evaluate worth of the new products in relation to cost, convenience, taste, etc.

BROAD GENERALIZATION: The efficient use of the family's resources to achieve goals is basic to the planning, purchasing, storing, preparing, and serving of foods and meals that allow for creativity, that are nutritious, and that satisfy the family's needs.

Behavioral Objectives:

- Becoming sensitive to and competent in the use of logical thinking and problem solving.
- Maintaining health in the home.
- Contributing to health in small group situations in school and community.

Supporting Generalization: The less time available for food preparation, the more organization needed to provide adequate and tasty family meals.

LEARNING EXPERIENCES	EVALUATION
Using pictures portraying a busy homemaker, discuss with the class the reasons for a homemaker's time limitation. Suggested content: large family, working mother, one-parent family, handicapped homemaker, few facilities in home, sickness in home, unitary family. Brainstorm: How could each homemaker above save ten minutes in preparing dinner?	
Develop organization concept by teacher demonstration of preparation of a familiar food (salad), once in an organized manner, once unorganized. Have students take notes on characteristics of each demonstration.	Through class discussion, develop a master list of principles for working in an organized manner in the kitchen when preparing meals.
Divide class into groups. Give each group a standard dinner menu. They are to - prepare meal in the least amount of time possible. - utilize as many organizational techniques as possible in preparation, serving time, number of dishes used, etc.	Have groups work in pairs. Have one group evaluate the other group on use of organizational skills and time required by using a checklist developed by the teacher and class. Example: - What foods were prepared ahead? - What other ones could have been?
Present a problem situation involving a homemaker who lacks time. Include such information as family situation, abilities, and facilities. Have students explain how this homemaker can provide nutritionally adequate, satisfying meals within her limitations.	Evaluate class understanding by observing their ability to relate organization principles to suggested situations.

Supporting Generalization: The kinds of foods, they ways they are prepared, their grouping in meals, and even the manner in which they are served and eaten constitute the food customs that are characteristic of a country, a region, and even a family. Though these customs differ widely, they can meet nutrient needs equally well.

LEARNING EXPERIENCES

Form buzz groups and give each group a discussion question:
- What foods are most important to your family?
- How do families entertain and develop family unity and pride through the use of food?
- What food customs, habits, and environmental factors influence your family's way of preparing, serving, and eating foods?

Have recorders compile a list of answers, and have the class share the ideas developed.

Role play a family group meeting designed to determine those food associations most important to a family and how they could be maintained. Assign parental and child roles. List associations and activities which have meaning for each family member.

Discuss such questions as:
- How can family members adjust and use personal resources to maintain family food traditions and meanings in various stages of the family life cycle?
- Is each family member's feelings important? Why?

EVALUATION

Evaluate these learning experiences by having the students complete a story.
Example: Sally and Dick Martin have been married six months. Together, they are managing their own small grocery store. In order to make a profit they decided to keep their store open from 9 to 9 daily and hire very little help. Living in a small apartment over the store and trying to save money whenever possible are very necessary for Sally and Dick. With Christmas coming Sally has been wondering how she could bake Christmas cookies and breads for gifts and find time for holiday entertaining. Realizing that she still must work in the store, she has decided to do these things by . . . . .

Supporting Generalization: Decision making is required to select foods that contain the essential nutrients and meet the non-nutritive requirements determined by family income, preference, and time available.

LEARNING EXPERIENCES

Using a class leader and recorder, develop a simple check sheet to be used by the class to evaluate daily menus for necessary nutritive requirements.

Present to the class a sample problem requiring decision making. Example: Pat and John, a recently married couple, have a weekly food budget of $19.00. Pat is employed Monday through Friday from 9-5:30, and John attends technical school daily and studies evenings. They seldom eat out, but they entertain friends one night a week for a snack or meal. While they like all foods, it is still necessary for them to limit their caloric intake somewhat to keep from gaining weight. Pat and John carry a bag lunch daily. Non-perishable food storage space is limited; refrigerator and freezer space is ample.
Divide the class into groups and ask each group to do the following:
- Plan a week's menu for this couple
- Prepare a market order for the menu.
- Record cost of all foods needed and total all costs.
- Record all decisions made in doing the above.

Class resources can include: local food advertisements, textbooks, governmental and commercial food publications, meal planning and purchasing guides, recipe books.

Each group will present their menu and cost to the class. The class evaluates it to determine if it meets nutrient and non-nutrient requirements of the problem.

EVALUATION

By observation determine students' ability to use previously acquired knowledge for a new purpose.

Students and teacher develop evaluation sheet covering such points as:
- contributions made by each student
- cooperation of each student

Have students evaluate their own results in meeting nutritive and non-nutritive requirements of the problem situation.

By observation, evaluate students' use of resources in reaching decisions and determine if further lessons on decision making are necessary. Also, evaluate each group's project to see if it meets the criteria of the problem.

Have students discuss:
- What are the possibilities for providing an adequate diet with these restricted allowances?
- What are the limitations and disadvantages?

LEARNING EXPERIENCES	EVALUATIONS
The group relates the decisions necessary and problems they had to solve. Class questions the decisions they made.	
Visit the local family welfare agency, and find out the amount of welfare funds allowed for food for a family of eight. If surplus foods are provided, what are they? Plan menus and prepare items in relation to this information.	
Discuss Food Stamp Plan.	

Supporting Generalization: Changes in resources available to the homemaker produce corresponding changes in equipment and/or storage facilities.

LEARNING EXPERIENCES	EVALUATIONS
Have each student draw a scale elevation of the inside of her refrigerator. Scale cutouts of jars, cartons, bottles, etc., from a given list of needed weekly foods for a family of four. Each student places these in her refrigerator, considering width and door space only. By discussion, the class compares their results. - Storage features found in different refrigerators, and their value. - Sizes of refrigerators. - Combinations that utilize space best.	
Develop a bulletin board refrigerator elevation showing wise placement of containers for space utilization.	Using present placement of equipment and supplies in the unit kitchens, evaluate placement. Consider convenience to place of first use, ease of seeing, reaching, and grasping.

LEARNING EXPERIENCES	EVALUATION
Groups of students can arrange a variety of cans and packages in specific laboratory cupboard areas. Other students can judge results and make suggestions. Suggested questions: - Is adequate room for tall cans and boxes available? If not, how might the situation be improved? - Can containers be easily viewed and obtained without using a stepstool? - How much space is needed to adequately store suggested weekly foods for a family of four? How much for staples?	
Present a specific problem to the class, such as: Plan the placement of equipment and supplies for a homemaker who has limited motion and energy. As a group, have class use learnings and suggest ways for her to utilize equipment and storage to save energy.	Observe students' ability to apply the things they've learned to a particular problem.
Assign each student a piece of kitchen equipment. Include large and small equipment, tools, gadgets. Also assign a specified cupboard space. Have students research and report or demonstrate:	

LEARNING EXPERIENCES	EVALUATION
- ways the article could be used to save time and money - features that fill a need and do not duplicate presently owned equipment - cupboard space required for adequate, safe, and convenient storage - multi-purpose use of article For their research, refer class to textbooks, manufacturers' literature, catalogs, newspapers, and visits to stores.	

BROAD GENERALIZATION: Learning experiences in the school situations for wage-earning opportunities can be related to application of personal competences, interests, and attitudes in foods and nutrition to prepare them for available employment and community needs for services to home and families.

Behavioral Objectives:
- Preparing to make intelligent choice of life work.
- Becoming a more efficient worker through application of learning to actual work experiences.
- Seeing vocational activities in their cultural and economic setting.

Supporting Generalization: The needs, interests, attitudes, and abilities of the persons to be trained will affect the instructional program.

LEARNING EXPERIENCES	EVALUATION
Administer a standardized test measuring personal interest and attitudes about jobs and locations (State Employment Office). Use resource persons to introduce the "world of work" to the group. Discuss working papers. Bring copies to class and fill them out. Have students look up laws concerning a field of interest and report to the group. Make sure reasons for laws are understood. Invite a food service worker to speak to the group and relate experiences, satisfactions, and duties. Follow with question and answer period.	There is a position for a food service worker at the hospital. Hours are 6:30 a.m. to 3:00 p.m.; 10 minute break in the morning, and 15 minutes for lunch. Wages are $1.25 per hour. Questions asked: - Would you accept this job? - If you would, explain. - If not, why? Teacher observes attitudes and reactions.

Supporting Generalization: Skill in food planning and preparation can be used to satisfy family values and goals for gainful employment.

Assign each student the job of interviewing or obtaining information firsthand from a resource person in her field of interest. Have student return this information to class.	

Supporting Generalization: There is a need for occupations which provide food services to families in the home, persons in an institution, agencies, business and organizations.

LEARNING EXPERIENCES	EVALUATION
Have each student select an area of interest and interview a local person in that particular type of job. Report to the group. Discuss wages, hours, benefits and responsibilities of each job.	
Make an arrangement for an observation of the school lunch program during operation.	
Invite the president of the Chamber of Commerce to speak to the group on job availability in the community.	
Using the local newspaper provide class with several classified advertisements, such as: "Wanted, young man for part-time work in the vegetable department, Foodtown Markets. Call Mr. Mandon at 388-4563". Discuss the ways in which a class member might apply for available positions. Compile a list of steps or procedures to follow.	List qualifications that a possible employer would look for in a prospective employee for specific situations.
Present and discuss a case problem, such as: A dinner is to be served next Friday night (June 10) to ____________. It is scheduled for 6:30 and is to be served in the school cafeteria. Approximately 200 men are expected. The tickets will cost $2.00, and this is supposed to cover table decorations	Have pupils develop and state generalizations relative to the differences encountered in planning, preparing and serving meals for small family groups and larger business or social groups.

LEARNING EXPERIENCES

EVALUATION

as well as food. In addition to the regular employees, two additional cooks can be employed from 2:00 until 8:00 p.m., but they are relatively inexperienced. The kitchen will be available for use only after 2:00 p.m. on Friday.

The following menu has been suggested: Oyster Cocktail, Broiled Steak, French Fried Potatoes, New Asparagus with Hollandaise Sauce, Tomato and Watercress Salad, Homemade Rolls, Butter, Strawberry Shortcake, Demitasse. Suggested questions for discussion:

- What factors should be considered in planning menus for large groups?
- What foods would you suggest as substitutes for food items in the above menu?
- Can you make some suggestions for time planning in relation to the preparation and serving of the revised menu?

Investigate possibilities of summer employment in food service field.

Take a field trip to the diet kitchen of a hospital.

GUIDE FOR DEVELOPING LEARNING EXPERIENCES in HOUSING, HOME FURNISHINGS, AND EQUIPMENT for MIDDLE AND LATE ADOLESCENT LEVEL

CONCEPT: Individual, Family, and Environmental Influences on Housing

SUBCONCEPTS:
- Variations in Family Housing Needs and Desires
- The Relationship of Income and Personal Preference to Type, Style, and Amount of Housing Space
- Interior Furnishing and Decorating
- Equipment
- Home Lighting
- Management Procedures
- Careers and Occupations Related to Housing, Home Furnishing and Equipment

BROAD GENERALIZATION: The process of housing is an economic, social, psychological and physical means of meeting the shelter needs of the individual and the family.

Behavioral Objectives:
- Developing appreciation of the differences in the ways that families meet their housing needs.
- Recognizing factors which affect choice of housing.

Supporting Generalization: Ways in which different cultures meet housing needs are influenced by climate, economic and traditional factors, the size of the family and the state of the family life cycle.

LEARNING EXPERIENCES	EVALUATION
Ask student volunteers to share knowledge of the housing of other cultures. Divide class into groups and assign housing research projects in a variety of cultures, such as: Chinese, American Pueblo Indian, Eskimo, Northern European, South Sea Islands, Japanese, Mexican, etc. Reports might include: - An overview of values and needs expressed in the housing of the culture. - An illustration of an item of particular interest from the culture, such as: Pueblo Architecture, Igloo construction, Japanese Gardens, etc.	Survey class to discover interests and needs. Ask students to read the statements and mark those that interest them the most: - I need to learn how to plan when choosing a place to live because: a. I know that making choices is the most important part of planning. b. I'm going to have my own place to live in the near future. c. I want to know more about helping my family in making decisions with regard to our present home. - I want to know something about how other people live.

LEARNING EXPERIENCES

- A socio-drama of a particular aspect of housing of the culture, such as: sleeping arrangements, meal preparation, recreation, or entertaining.

Compare:
- Types of housing in various parts of our own country.
- Types of housing in one city or community.
- Characterisitcs of housing for various stages in the family life cycle.

State reason for housing conditions and types in relation to climate, socio-economic level of families, size of family, stages in family life cycle, tradition and family values.

Have a representative of the local Housing Authority discuss types of housing available in community.

Visit community-sponsored projects.

EVALUATION

- I want to know more about:
  a. furniture selection and arrangement
  b. the features I should look for in purchasing household furnishings
  c. how to manage a home more efficiently
  d. insurance coverage for a house

Sample of projective technique to test the ability of the student to understand differences in the various cultures: In studying cultures we noticed that people have different types of shelter because ____________.

Supporting Generalization: The meeting of family needs and interest in housing remains relatively constant but changes with changing times.

Visit a local historical restoration
and/or
Show films on colonial times in America.
and/or
Use students' experiences from family travel as a resource for early housing in United States. Slides, illustrative material and photographs can be shared with class.

LEARNING EXPERIENCES	EVALUATION
and/or Draw upon faculty and other community resources such as libraries, museums, and other schools or information. Have students use an outline as a guide to observations. For example: - Count the number of ways in which each room was used. - What equipment did you find in the kitchen or other areas of the house? - What material was used to make the equipment? - How did they store their possessions? - What were the provisions for light and air? - Look for furniture that would be used for more than one purpose. - Look for evidences of source, use and disposal of water. - What evidences did you find of how colonial housing affected the social patterns and actions of the family?	
Following field trips, films, slides, or other presentations, compare colonial and contemporary housing. Suggested discussion questions: - Identify certain pictures or describe houses representing various economic levels in both colonial and contemporary housing. - Compare methods of providing ventilation, illumination, sanitation, waste disposal, water supply, and storage methods between colonial and contemporary housing. - Analyze the social pattern and activities of the families in relation to both colonial and contemporary housing.	Discuss and state how many new things you learned and how many were clarified by the trip and/or from class activities.

BROAD GENERALIZATION: The amount, style, and type of housing space a family can obtain is influenced by the location, amount of money available, purchasing power and preferences of the family.

Behavioral Objectives:
- Developing judgement in determining the housing needs of one's own family and in using resources to meet them.
- Understanding of the significant factors in the selection of housing.
- Developing the desire and ability to share the home with other members of the family.

Supporting Generalization: The advantages and disadvantages of buying an existing house (old or new), buying land and building a house, remodeling, or renting are related to the needs, wants, and resources of a specific individual or family.

LEARNING EXPERIENCES	EVALUATION
Make a survey of housing in the local area or bring in a resource panel (County or City Commissioner, representative of Real Estate Board, Tax Commissioner, mortgage or bank loan officer) to provide background in such areas as these: - rental properties: type, style, size (houses and lots); neighborhood or locational preferences; financing; local taxes and assessments; community controls; special features (zoned heating, air conditioning).	

LEARNING EXPERIENCES	EVALUATION
On a community map, indicate housing that is available in the area. List circumstances which may influence a family to rent, build, buy or remodel. Bring out in class discussion: - advantages and disadvantages of renting, building, buying or remodeling. - factors that might be an advantagefor one family but a disadvantage to another.	Case Problem: Mr. and Mrs. Johnson are undecided about buying a home. Mr. Johnson is looking forward to a promotion in about two years that might require their moving to another location. What decision would you make if you had the same problem and why? Case Problem: Mrs. Thompson is widowed at a young age (36). She has three children 9, 7, and 5 years of age. She has a job which pays her $85 a week. The house she is now living in is to be torn down to build a shopping center. What decision would you make about relocation if you were she? Give your reasons why. Take into consideration the panel discussion on housing. Case Problem: Mr. and Mrs. Firth are newly married. She has a job as a saleswoman at a downtown store. He is an auto mechanic for a nearby garage. Up to now they have been living with her parents. They are trying to decide what type of housing they should have. What would you decide? Give your reasons for your choice.

Supporting Generalization: Income can affect the amount of living space available to a family.

Conduct discussion: What part of income do most families spend on housing? Divide class into four groups to represent four income levels: less than $4,000; $6,000 to $7,999; $8,000 to $9,999; $10,000 and up. Have groups suggest several alternatives for fulfilling the housing needs at each income level. Suggested references: classified	What are some generalizations that can be made regarding proportion of income to be spent on housing for the family? What circumstances might alter these suggested proportions?

LEARNING EXPERIENCES

advertisements and brokerage listings.

Members of a panel representing the various income levels present compare and evaluate local housing available at each level of income. Report results to class, and indicate findings on community map.

Use resource people from mortgage and lending institutions to present material dealing with mortgages and home financing, such as:
- types of mortgages
- mortgage terms
- types of housing loans
- making the most of investments

EVALUATION

Supporting Generalization: The amount and kind of insurance protection that families and individuals need depends on the risks they are willing to assume and those that can be shared.

Use a resource person from an insurance company to present material dealing with household insurance, such as:
- Homeowner's Comprehension Policy
- Household Content Insurance
- Mortgage Insurance
- Liability Insurance
- Workman's Compensation or Domestic Help Insurance

Or, construct case situations and use resource person as consultant on insurance needs and ways of meeting them.

Administer objective test.
Example: Place in each blank the letter of the term that best fits the meaning of it. The term may be used more than once or not at all.

Terms
a. mortgage
b. Savings & Loan Assoc.
c. deed
d. lease

Meaning
____ 1. a lending institution
____ 2. certificate of ownership
____ 3. homeowner's policy
____ 4. legal instrument

Supporting Generalization: Style of architecture and type of housing selected by a family can reflect their interests, values, and pattern of living.

LEARNING EXPERIENCES	EVALUATION
Prepare mounted illustrations of houses of various architectural types and styles. Discuss the different houses and how they could reflect the interests, values and style of family living. Using opaque projector, show floor plans of various types of houses and apartments and discuss disadvantages and advantages of each type. Include cost of operation and construction, cost of housekeeping, amount of privacy and waste space and adequacy of storage space. (Magnetic board or flannel board may be used in place of projector.) or Students bring in floor plans and discuss them from the standpoints listed above.	In the following statements indicate the items that are true with a T, those that are generally true with a GT, those that are false with F, and those that are generally false with a GF. - It is less expensive to build a ranch style house than a two-story house of similar size. - Most homes built today have a distinct and definite style of architecture. - When planning the living, working and sleeping areas within a home, one should consider the needs and interests of individual members of the family.

Supporting Generalization: Arrangement of living, working and sleeping areas in a home affects its efficiency, convenience, usability and reflects or influences the activities and interests of individual family members.

Have groups list activities that could take place in a home and where in a home or apartment they could take place. Reassemble class and compile one list. Using opaque projector show various floor plans. Discuss in what areas various activities could take place. If opaque projector is not available, mount several plans and have groups check plans and select areas for activities. Have students consider the following:	Case Problem: Mr. and Mrs. Jones and their four children, Kathy age 12, Tommy age 10, Bill age 8 and Sue age 6, live in a four and one-half room apartment. - Draw a floor plan of the Jones' apartment. - List activities which must be conducted in each room. - Is there space for the activities of all family members? - As the Jones cannot move, how can the situation be improved?

- What activities could be held in various areas of this home?
- Does this home have space for all activities? If not, what activities are not provided for? How might this situation be improved?
- Could activity be held in more than one area if desired?

Reassemble class for discussion.

Role play solutions to the following problem: John wants to study, and his sister Jan wants to watch television. Both activities usually take place in the family room. Jan had done her homework in the afternoon while John was playing touch football with friends.

Through discussion, evaluate students' appreciation of importance of arranging areas within the home to satisfy needs of individual members.

Supporting Generalization: Well-planned storage prevents confusion and disorder, releases time and energy, adds to the appearance of the home, protects articles from dust and damage, and makes it possible to locate articles quickly.

Students study the individual needs and interests of their own family members in regard to kind and amount of storage space needed. List each family member's needs separately; then organize family's need as a whole unit. Analyze how each plays a part in the distribution and use of the storage areas with recommendations for improved use where needed.

An objective problem question: Mr. & Mrs. Adams, with an annual income of $7,000 a year, live in a six-room house with 3 bedrooms, attic, and basement. They have five children, three daughters, ages 17, 13, and 10; and two sons, ages 15 and 5. In order for them to use their storage space efficiently, it will be necessary for Mr. & Mrs. Adams to: (Place an X adjacent to good solutions, and an O adjacent to poor solutions.)

__ Give largest closets to the girls.

__ Have Mr. Adams build cabinets in all bedrooms to store extra items.

__ Provide a variety of individual storage areas for each member of the family to keep in order.

LEARNING EXPERIENCES

EVALUATION

Place an X adjacent to the reason/s that support your solution to the above problem and an O opposite the poor reason/s.

___ The easiest way to get more storage space is to move.
___ The storage space a person requires depends on his needs.
___ Girls always need more storage space than boys.
___ Mr. Adams has a hobby of carpentry.

BROAD GENERALIZATION: The family's selection and arrangement of interior furnishings is related to the location, expected permanency of abode, size of the family, its aesthetic appreciations and pattern for living.

Behavioral Objectives:

- Developing the desire and ability to assume responsibility for creating and maintaining a satisfying home.
- Understanding the relationship of a house and its furnishings to satisfactory home life and the development of family members.

Supporting Generalization: Awareness and use of the elements and principles of design are related to the aesthetic effects achieved in the selection of home furnishings.

Administer pre-test. Share with pupils carefully selected illustrations of various interiors. Pass pictures around the room until each pupil has found one that is liked very much. When all selections have

Sample pre-test questions:

- Horizontal lines give an effect of a) delicacy, b) length c) restfulness, d) liveliness.
- A long room may appear shorter by a) bright lighting on the

LEARNING EXPERIENCES	EVALUATION
been made, ask pupils to decide reasons for their choice. As reasons fall into the various classifications of "cozy", "comfortable", "different", "restful", "pleasing" or "interesting colors", etc., have class group pictures on bulletin board according to the final descriptions given.	short walls. b) keeping all the walls the same color. c) using room dividers. d) painting both the short walls lighter than the long walls. - To add warmth to a room furnished in pale gray, black and white, which of the following colors would you add? a) bright turquoise, b) pale blue, c) magenta, d) tangerine.
Divide class into groups and assign each group a set of pictures to analyze. Provide pupils with reference material and a set of questions such as: - What is the overall effect of the room? (More than one effect if possible): a) feminine b) masculine c) exciting d) dignified e) lively f) restful - What is the predominant line used in the room that helps create this effect? a) horizontal b) vertical c) diagonal d) curve - List the places you can find where the predominating line is used. - What other lines are used? Where are these found? Analyze the effect.	
Have each student arrange furniture shapes on a floor plan to achieve balance and create an overall aesthetic effect. - On graph paper or ditto master draw simple floor plan of a room, locating windows and doors.	By use of opaque projector, have students evaluate each room arrangement from the standpoint of balance (or one other basic art principle).

LEARNING EXPERIENCES	EVALUATION
- Distribute ditto sheets with proper scale. Cut out shapes of major furniture pieces for the room.	

Supporting Generalization: Choices of furniture and arrangement affect the convenience and comfort derived from the use of home furnishings.

Have chairs of different seat depth and height in class. Demonstrate difference in suitability as to comfort and preference of various students by having selected students try out chairs. Differences in height of students, length of legs, torso, and arms in relation to the proportions of the chair will affect comfort. Discuss and summarize results.	
Invite a homemaker, a recent high school graduate, a father of teenagers, a high school boy and girl, and a junior high student to participate in a panel discussion of the question: "What makes a room seem homelike?" Suggested lead questions: - What is your favorite corner? If you have one, why do you enjoy it? - Do you like to contribute your opinions when choices concerning color, purchase of furnishings, and arrangement of living areas are being made? Why? - What are your major complaints about household furnishings and their arrangement? - What do you consider to be the most important factors to consider in furnishing a house or apartment? Why?	Have each class member summarize the results of the panel presentation. In class discussion develop a set of summary generalizations. Compare with supporting generalization.

Supporting Generalization: Knowledge of the family cycle and expansion or reduction of family needs can affect decisions concerning selection of interior furnishings.

LEARNING EXPERIENCES	EVALUATION
Divide the class into groups of 6. Allow 6 carefully timed minutes for discussion of the following situation: Jim Watson and Eileen Peabody are planning to get married after Eileen graduates from high school. He is a plumber's apprentice and Eileen hopes to work after marriage. They have $600 saved for furniture. After careful planning for their first year of marriage, they expect to save $25 a month for purchasing additional furniture needed. They have leased a three-room apartment and are hoping to purchase their own home in three to five years.	
Have groups list the factors this couple will have to consider when selecting their furnishings. Report results of discussions to class and summarize on chalk board.	Provide each pupil with a floor plan of a simple 3-room apartment. Have pupils use local resources to determine the least expensive plan for furnishing the apartment for: - A newly married couple - A couple with young children - *A family with teenagers* - A retiree couple Compare and discuss results.
Present select pictures of various rooms to the class. *For each picture* pose the following question: "Who would feel most comfortable in this room, a person aged 4, 17, 35, or 70?" Determine reasons for answers given. Arrange for a field trip to a furniture store, a housing development or a mobile home.	Readminister pre-test and compare results.

BROAD GENERALIZATION: The quantity and quality, as well as selection, cost, and maintenance of equipment is related to the family's needs and desires, effective use of space, and economic resources.

Behavioral Objectives:

- Developing the ability to select, care for, and safely maintain household equipment.
- Recognizing the purpose and use of a variety of appliances that may contribute to management of time and energy and family satisfaction.

Supporting Generalization: Financial limitations can affect the quantity and quality of a family's selection of household equipment.

Discuss meaning of household equipment and distinguish between large and small appliances. As a home experience, have pupils compile an unsigned list of large and small appliances in their houses. Divide class into groups to tabulate results and observe:

- Appliances common to all lists.
- Any correlation between popularity and necessity.
- Appliances for which people are willing to save. Give example.
- Appliances commercially available which students' families consider superfluous. List reasons.

Have each class member select a different piece of equipment, research its method of operation, and visit stores or read commercial material to discover:

operational effectiveness
price

List equipment considered necessary by today's housewife which didn't appear in houses 20 years, 50 years, 100 years ago.

Sample evaluation devices:
Objective test item: When buying household equipment, one should consider:

1. ____________________
2. ____________________

LEARNING EXPERIENCES

recent model changes and effects on performance and/or appearance
possible sales and time of year such sales occur
guarantee and/or warantee
available financing and its cost

Each pupil will summarize his findings for the class,

or

Take class to school library to conduct research on equipment through "Consumers Reports" or "Consumer's Bulletin".

Arrange for field trip to household equipment department of a utility company or store where a large selection is available.

Have a utility co. home economist give demonstration on use and care of equipment.

EVALUATION

3. ____________
4. ____________
5. ____________

Problem Essay: You are a newlywed with $500 to spend on appliances. What applianceswould you buy and in which order? Justify your answer.

Supporting Generalization: Limited space may be a determining factor in the selection of household equipment.

Students search mail order catalogues, department store brochures, newspapers, and magazines and clip examples of space-saving features in household equipment. Explain these features and suggest at least one situation where they might be used to good advantage. Mount on large bulletin board for class to see and discuss.

Compare size of appliances and size of commonly found storage shelves in cupboards and closets. What appliances pose the greatest storage problems? Make some suggestions for improvements of cabinet storage space in terms of these appliances.

Compile a list of guidelines which could be used in selecting space-saving equipment. Share in class discussion.

Supporting Generalization: Care and use can materially affect efficiency of operation and length of life of household equipment.

LEARNING EXPERIENCES	EVALUATION
Students each select an appliance and become familiar with its operation and the manufacturer's recommendation regarding its care (including oiling and any repairs which could be made in the home). Use equipment available in the Home Economics Department as well as pupils' homes.	Each student demonstrates the safe operation and care of his selected appliance.

Supporting Generalization: Materials can influence the function of equipment.

LEARNING EXPERIENCES	EVALUATION
Display pans made of different materials, such as aluminum (thick and thin guage), glass, teflon-coated, pyroceran, iron, copper or aluminum-clad stainless steel, enamelware, etc., and explain the advantages and disadvantages of each material. Through the use of leading questions and/or laboratory experience, guide students to see the implications for variety in the use of each material based upon their physical characteristics; such as rate of heat conduction, amount of heat retention, ease of cleaning and storing, resistance to food chemicals and/or breakage, and weight, visibility of food while cooking.	Have students match a material with the phrase which most aptly describes the physical characteristics of this material. Example: Materials A. Iron B. Teflon C. Aluminum D. Enamelware E. Glass F. Pyroceran Physical Characteristics 1. Light in weight, pits readily, good conductor of heat. 2. May be used for serving, storing in refrigerator or freezer, or for top-burner cooking. 3. Prevents sticking, but scratches. 4. Resistant to acid and alkalies, chips readily, poor conductor of heat.

Supporting Generalization: Household equipment operates more efficiently and with greater safety if the total power used on its circuit doesn't exceed the maximum amount specified for this circuit.

LEARNING EXPERIENCES	EVALUATION
Use your local utility company as a resource. Films and/or a demonstration by the local home service representative may be obtained. Possible theme: "How's Your House Power?"	Explain why two appliances on the same circuit might not operate efficiently. Identify evidences of inefficiency of electrical appliances when circuits are over-loaded or wiring is defective.

BROAD GENERALIZATION: Efficiency in performing visual tasks, aesthetic satisfaction, mental health, good grooming, and safety are enhanced by proper home lighting.

Behavioral Objectives:

- Recognizing the importance of lighting for the atmosphere, convenience, and safety of a room.
- Developing the ability to judge the adequacy of home lighting and the desire to work with others to improve the lighting in the home.

Supporting Generalization: Correct lighting depends on the type, size and placement of light fixtures and sources, and the reflectance value of surrounding areas.

Set mahogany or dark-topped desk against blackboard or other dark background. 1. Use a 40-watt bulb in a desk lamp with a white, opaque shade placed to the rear-left of	State a generalization for each situation or type of fixture regarding the effect on the amount and kind of light emitted or required under varying conditions:

LEARNING EXPERIENCES

the desk top. Observe the amount of light available to studying. *2. Substitute a "goose neck" lamp using same size bulb. Observe what has happened to the bulb. Discuss glare and its effect on eye comfort. 3. Substitute a 40-watt fluorescent bulb. Observe amount of light, * any noticeable color changes in clothes, skin, etc., and amount of heat given off by this tube in contrast to a regular or incandescent bulb. 4. Replace desk lamp but use a white transparent shade on it. Observe the amount of light,* but particularly observe the effect on eye comfort. 5. Replace opaque shade and use a 150-watt bulb. Observe amount of light,* and ease of reading fine print. 6. Place a red or dark colored blotter on desk. Observe the amount of light* and eye comfort. 8. Tape a white or light-colored paper or lean a white or light-colored bulletin board against the black board. 9. Have a student sit down at the desk with an open book lying flat on the desk top. Observe light conditions on book.* 10. Prop another book under the top of the original book so that it rests on an angle. How have light conditions for reading changed?* 11. Have student assume writing position with paper and pencil, holding pencil with his right hand. Move desk lamp to the right-rear corner of the desk. Observe the student's hand shadow. 12. Place a piece of black material on the desk with a piece of black and a piece of white thread on it. Which is easier to see? Why?

*At these points students may take light meter readings and record the number of foot-candles of light fall-

EVALUATION

State a generalization for each situation or type of fixture regarding the effect on the amount and kind of light emitted or required under varying conditions:

- dark or light surfaces
- rough or smooth surfaces
- fluorescent or incandescent
- metal shade vs. open-end opaque, or open-end transparent
- size of bulb
- color
- position of light source in relation to eyes
- angle of surface in relation to eyes
- the color of needle and thread when sewing.

Explain contrast and its implications on effective lighting for various tasks and situations.

Have students describe on paper the place where they do their studying at home including color behind the desk, type of desk lamp, lampshade and type and size of bulb; then have them indicate what they could do to improve these lighting conditions.

LEARNING EXPERIENCES	EVALUATION
ing on the book, (or where a book would likely be placed on the desk for study). If your school doesn't own a light meter, you can usually borrow one from your local utility company.	

Supporting Generalization: Lighting may affect the emotional climate of a home.

Disucss with the students how you might change the lighting in a dining room under the following conditions: - for a formal meal - for a family meal - for a dinner for two on their anniversary	Sociodrama: Students present a series of informal plays based on common situations in homes where lighting plays a large part in creating emotional climate such as: - Dad arrives home after a hectic day at work. - Sue entertains at a birthday party. - Mother is doing her laundry.

BROAD GENERALIZATION: Improving management procedures can be related to increased satisfaction in personal and family life.

Behavioral Objectives:
- Identifying major expenditure items in daily living and home management.
- Recognizing importance of safety in the house and its furnishings.

Supporting Generalization: Family management can be related to goals and values in utilization of family income.

LEARNING EXPERIENCES

Use minute dramas prepared and acted out by pupils, singly or in groups, to illustrate how a family may make a decision on buying or renting living space. Possible goals to be illustrated include: family security, financial economy, closeness to related family groups, transportation, or place of business.

Have class discuss the necessity for establishing goals before making management decisions. Points to be covered:
- Long term goals vs. immediate satisfaction.
- Material vs. non-materialistic expenditures.
- What are some alternative plans which could be used to meet the needs of this family.

Conduct Problem-Solving Activity: Tom and Jessie Jones have three children. Carol will soon be married; Charles, who is in high school, and Connie, who is in junior high, want to go to college. The parents are interested in the health and happiness of their family, but they have a big money problem. In a family get-together they decide to discuss some questions about the way they use their money. Can you help them find ways to answer their questions?
- How can Charles and Connie, the two younger children, afford to go to college?
- Is our food costing us too much?
- What kind of wedding can we afford for Carol next June?
- Why do we have more money problems than Grandpa and Grandma had?

EVALUATION

Prepare a budget for a beginning family: food, housing, clothing, health, transportation, insurance, saving, recreation, miscellaneous. What is the monthly outgo? Suggest adjustments that might be made. Illustrate with budgetary figures, pictures, etc.

Have class make generalizations concerning values and goals, their importance and utilization.

LEARNING EXPERIENCES	EVALUATION
- Can we afford a dryer for the laundry room? - When should money be borrowed? - Should dad reexamine his insurance program because Carol is to be married soon? - How much should a family buy on credit or installments?	

Supporting Generalization: Home management can become more efficient with the acquisition of record keeping skills.

Use as a resource person a faculty member from the business education department to discuss: - how to develop methods for keeping household accounts. - types of records and papers to be filed for future use, such as sales checks, paid and unpaid bills, securities, policies, and installment payments. - how to check a bank statement and file cancelled checks.	Analyze your own spending habits for three months in terms of: - variations in spending (highs and lows) - unsatisfactory expenditures - improvements made

Supporting Generalization: Emotional stress and problems in family relationships, having no connection with money management in their origin, may be expressed in irrational behavior toward the use of family financial resources, such as criticism, miserliness, or overspending.

Ruth and Bob have been friends for a long time and are now engaged to be married. Bob lives with his mother, who has an income adequate for her needs. For several years he has held a position which pays a fairly good salary; but when Ruth broached the subject of buying a home, Bob admitted that he had saved only five hundred dollars. He said they didn't need a	

LEARNING EXPERIENCES

EVALUATION

house anyway, as he intended they should move in with his mother. Ruth tried to discuss future financial plans and suggested they draw up a tentative budget. Bob became irritated and declared that the finances were and would be his business.

How good a prospect is Bob as a husband, parent and citizen with reference to the following:

- ability to support a family
- an understanding of marriage as a partnership
- disposition
- genuine self-reliance
- What, basically, is Bob's "point-of-view"?

How might Ruth help Bob realize that money is a subject that should be discussed and that the spending of money should be cooperatively planned by the family members involved?

Can you suggest any ways that might help Bob and Ruth get started on cooperative planning?

Supporting Generalization: The assumption of responsibility by family members for establishment of good safety habits and attitudes can lead to prevention of home accidents.

Divide class into groups and assign each group a specific area of the house such as: kitchen, bathroom, or living room. Groups are to study safety features in their assigned area and to prepare a report to be presented to the class.

Administer National Standard Check List for teaching Home Safety, available from National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611. Analyze results and report on change of careless habits. Prepare a bulletin board display

LEARNING EXPERIENCES	EVALUATION
	illustrating and summarizing group reports. Possible ideas: Kitchen storage of knives, spilled grease, etc. Bathroom - electrical appliances, non-skid shower pad for tub, handles on the walls.

BROAD GENERALIZATION: Learning experiences in the school situation for wage earning opportunities can be related to application of personal competences, interests, and attitudes in housing and equipment to prepare them for available employment and community needs for services to homes and families.

Behavioral Objectives:

- Preparing to make an intelligent choice of life work.
- Understanding the variety of vocational opportunities that are related to interest, knowledge and skills in the area of housing, home furnishings and household equipment.

Supporting Generalization: The area of housing, home furnishing and equipment offers the individual a variety of wage-earning opportunities.

Make a bulletin, flannel or magnetic board display of job opportunities in the area of housing such as: housekeeping aide motel employment sales personnel demonstrator	Conduct a survey of the local area to determine available wage-earning opportunities. List the various kinds of services families need to keep homes, furnishings, equipment and lawns in order. Which ones have vocational or wage-earning implications?

Supporting Generalization: The attitudes an individual has concerning a particular job is related to his personal happiness, satisfaction, and success in that wage-earning occupation.

LEARNING EXPERIENCES	EVALUATION
Have selected students tape several one-minute dramas and play to the class. Sample: Commentator: Jack Gorden is employed as a furniture salesman in a local store on a commission basis. Mrs. X: Look dear, isn't this a lovely chair? Mr. X: How much does it cost? Mrs. X: Here's the salesman, ask him. Jack: Yes sir, can I help you? Mr. X: How much does this chair cost? Jack: Let me see. There should be a ticket somewhere. Oh yes, $135. Mrs. X: It's just the right color. Mr. X: Does it have coil or flat bandsprings? Jack: Oh, it's well constructed. Mr. X: How do you know? Jack: It's a very good company. Mrs. X: Really? Who made it? Jack: Uh, let's see .. the label is underneath.. uh .. the Hemingway Company. Mr. X: I can read the tag as well as he can. He doesn't know a thing. Let's go. Jack: What a waste of time. Just a nosey couple window-shopping.	
Discuss Jack's attitude toward his customers, the product he is attempting to sell, and his chances for earning a good living on a commission basis.	Compile a list of personal characteristics which may contribute to successful on-the-job performance. Duplicate and distribute to class members.

Supporting Generalization: Personal competence in the operation and use of household equipment can facilitate possibilities for employment.

LEARNING EXPERIENCES	EVALUATION
Brainstorming sessions: List job opportunities available to a person skilled in the use of such things as: - vacuum cleaner - floor washer and polisher - gas or electric range - ironer Compile and discuss results. Demonstrate care and use of a specific household appliance or tool. Role play related job opportunities.	

GUIDE FOR DEVELOPING LEARNING EXPERIENCES
in
TEXTILES AND CLOTHING
for
MIDDLE AND LATE ADOLESCENT LEVEL

CONCEPT: Dress and the Culture

SUBCONCEPTS:
- Influences on Clothing Selections
- Adornment as an Artistic Expression
- Fabrics, Style and Construction of Clothing
- Consumer Economics
- Careers and Occupations Related to Textiles and Clothing

BROAD GENERALIZATION: Clothing selection is dependent upon cultural patterns, sociological and psychological effects, geographic environment, and available resources.

Behavioral Objectives:

- Viewing current events and conditions in this country and in the world in the light of their historic and cultural pasts.
- Becoming intellectually able to follow moral, social, and economic developments on the world and national levels and to formulate opinions about applications to clothing practices.
- Attaining a perspective on present-day events, cultures, and conditions in relation to clothing design, selection, and marketing practices.

Supporting Generalization: Clothing selected for use by individuals is affected by the stage of technological development of the culture.

LEARNING EXPERIENCES	EVALUATION
Teacher Reference: Roach, Mary Ellen and Eicher, Joanne Bubolz, Dress, Adornment, and the Social Order. Use library and other available resources and have students write reports dealing with the development of synthetic fibers and blends. Compare the characteristics of several synthetic fibers with each of the natural fibers. Using samples and illustrations, have students become familiar with different weaves.	Prepare a chart comparing the characteristics of natural fibers and various synthetic fibers. Have each pupil take one synthetic fiber and compare its characteristics with linen, silk, cotton, wool, and certain luxury fibers, such as mohair or angora.
Plan and conduct a field trip to a clothing production plant in the area. Use films and/or a resource person from the textile industry to present the latest developments in fibers and production techniques.	Use short oral reports of these projects as a springboard for discussion of the influence of the textile industry on modern clothing selection.

LEARNING EXPERIENCES	EVALUATION
Suggested Key questions: - How does modern clothing selection differ from that of World War I America? - How does mass production influence our clothing choices? - How has the development of synthetics affected care and maintenance of the clothing wardrobe?	Students write a brief statement stating what they have learned. Collect and use to develop summary generalizations.

Supporting Generalization: The styles and fashions of any given era are a reflection of a culture's moral and aesthetic values.

LEARNING EXPERIENCES	EVALUATION
Assign specific periods of the evolution of costume, such as: Beginnings of Costume - 476; Middle Ages (476-1500), Renaissance (1500-1600), 20th century America (1900-). Have each girl or group research a period using department resources, school library, or local library.	
As the research is developing, form a glossary of terms and a chronology for a period. Be prepared to present findings to the class using pictures and/or line drawings and/or museum displays.	Pupils develop a bulletin board display of pictures or drawings of various historical costumes. Have pupils generalize.
Role play or dramatize a time setting related to the periods researched, such as: two youngcolonial sisters talking about the clothes another teenager had worn to "the meeting on the last Lord's Day"; an early 20th century mother, father, teen-age daughter, young son discussing what to wear when they go to see the new Ford gasoline automobile on display in town; a Roman mother and daughter preparing for a trip to Athens; a primitive man and woman dressing for a typical day.	With the use of an overhead projector, show numbered plates of various period costumes. List the costume features of that period as shown in the picture. Write a brief historical sketch of the history of the era depicted.

Supporting Generalization: Individual clothing selection is affected by the ritualistic aspects of cultural patterns.

LEARNING EXPERIENCES	EVALUATION
Using pictures, drawings and reports developed in the study of aesthetic and moral influences on dress, discuss dress appropriate for various individuals and activities, such as: colonial American bride, Renaissance priest, Primitive hunter, Medieval servant, Modern waitress, Crusader, Post World War II soldier, etc. Use films to present cultural differences in appropriate dress for various roles and activities, such as: heads of state, soldiers, wedding ceremonies, religious ceremonies, periods of mourning, or national holidays.	Have students list activities in which they will be involved in a stated time interval. Present a set of questions such as: - Indicate appropriate dress for each activity in: 1850, 1966, 2000. - What activities would you eliminate from your list and what changes in appropriate dress would be necessary if you lived in: Japan, Spain, Russia, Arabia?

Supporting Generalization: Sociological and psychological influences affect clothing selection and dress in relation to the personality and role of the individual in the social milieu in which he lives and works.

Introduce students to game called IMPACT by showing teacher-collected pictures from magazines. Discuss each picture for roles of the individual as shown by the clothing. Example: factory worker, famous peer group personality, movie star. Divide class into groups and challenge students to observe individuals outside school, in shopping centers on downtown stores. From observations reported, have each group develop a tableaux for the class using one person to depict the impression made by such people as: a disheveled waitress, well-dressed	Class members will decide "Who am I?" "What is my impact?" Suggested test questions: Why do we dress the way we do? List: Technical influences on dress such as: - available resources - synthetics - blends - mass production Aesthetic influences on dress such as: - line and design - color - accessories - grooming practices

LEARNING EXPERIENCES	EVALUATION
secretary, sloppy high school student, clerk in men's wear department, street cleaner, doctor, or lawyer.	Moral influences on dress such as: - modesty - physical attraction - definitions of decency - religious idealogies Ritualistic influences on dress such as: - bridal dress - mourning symbols - role allocation - social position

Supporting Generalization: Comfort and health of an individual is affected by clothing selection as defined by climatic conditions.

Use library resources and have selected students research short reports which deal with effects of geographic environment on cultural patterns, such as: Eskimo culture, Mexican culture, etc. Use brief oral reports of these research projects as a springboard for discussions of climate and clothing selection. Divide class into groups of 6 and allow 6 carefully timed minutes for discussion of a problem such as: Jane is moving from Maine to southern California. List those items in her present wardrobe she will no longer need. Also list, separately, those items which she may need to purchase. Report and discuss results.	Ask students to list items in their wardrobe which are necessary for personal comfort during N.J.'s four seasons, such as (summer) bathing suit; (winter) gloves.

Supporting Generalization: Peer group influence is a factor in choice of dress and can be in conflict with parental and other adult sanctions.

Use unfinished sentences such as: "My mother never makes me wear ________________." or "My mother	

LEARNING EXPERIENCES

never lets me wear ______________." Compare sentences and decide the reasons for the restrictions.

Organize a panel of parents and student leaders to discuss a topic such as: Behavior is influenced by the way one dresses. Suggested key questions:

- Is freedom to dress as one pleases a democratic right?
- Does dress reflect personal characteristics?
- Do fads in dress affect peer group acceptance?
- How does dress affect poise and self-confidence in social situations?

EVALUATION

Each student review school dress code, if the school has one. State reasons for agreeing or disagreeing. Include any additions that should be made. Discuss and summarize. If the school does not have a dress code, discuss desirability and possible content.

Supporting Generalization: Choice of clothing can contribute to self-confidence in a social situation.

Survey student knowledge of appropriate clothing for the occasion as they understand it by completing a questionnaire: Where would you wear

cotton shift ___________
short blue Kodel shorts ________
black strapless satin gown _____
gingham shirtwaist _____________
navy linen jumper ______________
plaid madras shorts ____________
dacron & cotton dress __________

Directions: Circle anything you do not understand. Leave blank any items you would not wear.

Volunteers form a committee to summarize different occasions for which a garment is suggested. Decide if occasions are appropriate with the class. Keep in mind cultural patterns.

LEARNING EXPERIENCES	EVALUATION
Make a list of circled items from the survey for further study and clarification of knowledge of fabrics.	
To stimulate analysis of the relationship between clothing and self-confidence in a social situation, ask volunteers to recall a situation or occasion when they felt self-conscious because they were not dressed appropriately. Then answer the following questions: - Why were you not dressed appropriately? - In what way did this affect your feelings and others' manners toward you? - How should you act if this were to happen again? - What can you do to keep this from happening again?	Help the group decide upon a basic list of adjectives describing feelings: sad, happy, gay, etc. Show pictures of various outfits either mounted or through the use of an opaque projector suggesting a social situation. Ask students how this outfit would make them feel if they wore it to school? Students should use one of the "feeling" adjectives suggested. State reasons for choice. Total responses and discuss reasons for decisions made.

Supporting Generalization: Skills, knowledge, time, money and energy are resources that determine selection of clothing.

Present a problem situation, such as: Jan's family is moving to Florida and the family will travel by car. They will stay with relatives in Richmond, Virginia, over the weekend. Jan is looking forward to going to a square dance Friday evening, shopping and sightseeing on Saturday and to church on Sunday. On Monday they will continue to Florida and will move into their home on Wednesday. Each family member can have a medium-sized bag in the car.	
Bring out knowledge by forming three groups: One group survey dresses found in local stores that would be	List factors involved in buying, packing and planning for the trip.

LEARNING EXPERIENCES	EVALUATION
suitable for (a) square dance, (b) shopping, (c) church. Choose different types of stores. Find out cost of garments, sketch styles, check workmanship and tag information using a rating scale.	Have students summarize information and as a group show influence of cultural patterns, sociological, psychological, and geographical conditions and their understanding of it.
Have second group find fabrics and mount swatches (obtained by teacher) that will be light-weight, easily packed, crease-resistant, wash and wear. Have them label swatches indicating fibers and combinations of fibers and report to class. Develop a rating scale for wash and wear garments, such as: - Is the garment label "Wash & Wear" or "Drip Dry"? - Are directions given for care? - Are trimmings, interfacings and linings wash and wear? - Are seams smooth, not puckered?	
Have third group collect tags found on ready-to-wear items that give the information needed for the problem situation. Study information needed on a label and make a rating scale for labels.	Arrange a bulletin board to show good labeling and discuss labels in relation to it.

Supporting Generalization: Individual perceptions of clothing needs are influenced by cultural and environmental influences.

Using Jan's problem situation, have each student plan a basic interrelated wardrobe.	
Illustrate major garments on a front view silhouette. Use pictures or supplements of accessories and decorative touches. Find the prices on items and tabulate costs.	Evaluate your own wardrobe. Plan new items to buy or make to make wardrobe more flexible using $25.

LEARNING EXPERIENCES	EVALUATION
Vocational Implications: Invite a buyer, store manager and sales person to come and talk to class about the part they play in helping individuals select a well-coordinated wardrobe.	Ask class for volunteers to answer: "Have you ever bought something which cost more money than you expected? Why did you?" Analyze the results as it relates to knowledge and skills involved in clothing selection.
Role play a situation: Jan comes into the department where you are working; she is looking at dresses and coordinates. Role play your approach. What do you need to know to advise her? What type of clothes and fabrics would you show her?	Have students prepare and organize a collection of information on clothing selection for all the family, such as: bulletins, articles, newspaper clippings, booklets, book sources. Make this information available to any student and use the knowledge gained as a basis for a short column in the school newspaper. Run a contest for the title of the column.

BROAD GENERALIZATION: Self adornment can be used as a medium for artistic perception, expression, and experiences, and is interrelated with culture.

Behavioral Objectives:

- Developing aesthetic and artistic appreciations in relation to self expression through dress.
- Improving in understanding and control of physical self and physical appearance.

Supporting Generalization: Basic elements and principles of art can be applied to choice of clothing.

Choose pictures from fashion magazines that illustrate the principles of design - dominance, rhythm, proportion, balance, harmony. Have a show and tell to exchange information.	Have students make two columns on paper, and label one, "Lines that add height". Label the other col "Lines that shorten". From a li of descriptive terms such as t

LEARNING EXPERIENCES	EVALUATION
Have girls wear a solid colored outfit to school. Work in groups of 3 or 4. Use a full-length mirror or mirrors. Give each group several lengths of white rug yarn. Have students use yarn to create line combinations on each other by pinning the yarn to their clothing. The purpose of the group is to help each girl analyze the effects of various line combinations on her figure. Find illustrations of dresses that use these lines.	that follow, unscramble the terms and place them in the proper column: full or pleated skirt contrast in outfit one-piece dress broad hats narrow, matching belts yokes, square necks V-neck short coats With the use of a line analysis sheet, complete the following statement: The best lines for my use are _______ ________________. Give at least one reason for each choice.
Find examples of the art principles in the costumes worn by class members. Keep in mind that this is an exercise to find applied art principles, not costume criticism, that is, proportion, line, rhythm.	Generalize regarding the effects of line and design on appearance, such as: - Unequal proportions are more pleasing than equal ones. - Horizontal lines are broadening. - Vertical lines can produce a slenderizing effect. - Triangles may be used to lead the eye to areas needing emphasis and away from undesirable features.
Try on collars and necklines cut from cardboard or paper to find out which shapes are most becoming to you.	Administer objective test questions such as: - If your face is long and thin you may want to avoid: a. high round necklines b. square necklines c. V necklines d. round rolling collars
Make circular collars in different colors with one side of a dull material and the other side, in the same color, of a textured or shiny material. Try on the collars. Decide which colors and textures bring out the color of your hair, eyes, and skin best and which are not becoming.	Students complete the following statement: The best colors for my use are ____________________. Give at least one reason for using each color listed.

Supporting Generalization: Grooming and mental and physical health habits are a basic foundation for personal well being and a medium of self expression.

LEARNING EXPERIENCES	EVALUATION
Posture: Using newsprint or shelving paper and a magic marker pencil attached to a ruler, outline individual silhouettes. Note change in body contour from junior high activity, posture defects and assets. Have the physical education teacher demonstrate corrective and strengthening exercises.	
Through class discussion ascertain the aspects of nutrition that are directly related to grooming - hair, skin, nails, eyes, teeth, body contour, etc. Have each girl or group of girls investigate one or more of these areas. Prepare a panel discussion on nutrition as it is related to grooming.	
Plan to have resource people demonstrate, lecture, and participate in a question and answer period: Make-up - Cosmetologist Hair - Hairdresser or beauty school representative Sleep, rest, nutrition, and cleanliness - School nurse Mental Health - School psychologist Exercises - Athletic coach or physical education teacher.	Have a brainstorming session to formulate a grooming rating sheet. Have the pupils evaluate themselves. Re-evaluate at intervals. Students write papers on problems that may be faced in new routine and environment of college or business world.

Supporting Generalization: An integrated, adaptable wardrobe is the result of thoughtful planning and can result in costumes that are becoming, appropriate and coordinated in all parts and is a medium of self expression.

LEARNING EXPERIENCES	EVALUATION
Supply each girl with a piece of construction paper, in the center of which is the picture of a basic coat, dress or suit. Be sure the picture is small to allow working space around it. Plan two complete wardrobes, one for a tall slender girl, the other for a short heavy person. Include: - a different color scheme for each wardrobe. - lines appropriate to the two figure types. - accessories Mount the two wardrobes in separate clusters.	Set up a bulletin board or display case exhibit of a coordinated ensemble for a high school girl participating in an assembly program, a regular school day, and attending a football game.
Discuss special clothing requirements for travel or other special needs.	
Plan what to take on a 3-day trip to a specific place, such as Miami, Chicago, skiing trip. Considering means of transportation, what is appropriate. Make project as ambitious as time and interest permits.	

Supporting Generalization: Clothing is a form of applied art and can be a means of self expression.

Give each girl a personality analysis sheet to underline adjectives which best describe herself.	
Divide into groups. Give each girl 5 x 5 cards--one less than there are people in her group. Each girl will write her name on the cards and pass them to her group. Each girl will walk up and down in front of her group and talk for a minute or two about anything.	

LEARNING EXPERIENCES	EVALUATION
While she is doing this, the others will write on the card, adjectives that describe her. Collect cards.	Find, cut out, mount, and label costumes that depict each of the six adjectives that describe you best. Write a brief account of why you think this costume denotes the personality characteristics for which it was chosen.
Each girl will compare self-analysis sheet with cards. Circle the adjectives upon which there was agreement.	
Show pictures of distinguished women and persons dressed in current, beatnik, or other fad outfits.	Discuss: What does this person express by her dress? Draw out such words as dramatic, cultured, sophisticated, casual, worldly, demure. What satisfactions can be achieved by dressing in a particular way?

BROAD GENERALIZATION: The fabric, style, and construction techniques determine the use, appearance, and care of a garment; knowledge of these same factors influences consumer practices in the selection of clothing.

Behavioral Objectives:

- Attaining orientation to the physical world and appreciation of what scientific advancements mean to the clothing and textile industry and consumption practices.
- Becoming a more intelligent and economically discerning consumer.
- Improving the ability to judge quality, suitability, and durability of garment construction.
- Developing skill in the selection and construction of garments to meet the physical, psychological, and sociological needs of the individual.

Supporting Generalization: Characteristics of fabrics result from the yarn fiber used, and the weaving, dyeing, and finishing processes.

LEARNING EXPERIENCES	EVALUATION
Students assay appearance and feel of a wide variety of fabrics with descriptive adjectives and suggest a use for each (winter dress, shorts, etc.) Post question, "What makes the difference?"	As both a pre and post test, develop a fabric swatch identification test. Such as: The characteristics of this fabric are ________. The fiber content appears to be ______. The weave is ______. The dyeing or printing process ______. The finishing process is ___________________.
Students bring in labels indicating fiber content and finishing processes used in ready-made garments. Discuss and incorporate in bulletin board display suggested below:	
Divide into groups of 2, 3, or 4. Assign each group a fiber. Group project is to prepare a report or bulletin board showing where fiber comes from and how produced. List advantages and limitations of each fiber studied. Use fabric swatches to show how the fiber may be used in totally different yarns, such as filament nylon and staple nylon.	
Students make samples showing various weaves and knitting patterns, using paper strips, heavy cord, or yarn. Weave with two different colors.	Identify each weave of samples prepared. - Why do fabrics of the same weave have different appearance and feel?
Give students a teasel or rough sandpaper to use to produce a nap as one way of finishing.	Give paper and pencil test consisting of items similar to the one below: In the following questions circle the correct answer from the left hand column and place an x in the blank spaces on the right that explain your answer: What fiber makes good travel clothes? A. nylon ____ it dries quickly B. linen ____ it is absorbent C. cotton-wool blend ____ it does not lint D. cotton-silk blend ____ it is inexpensive
Show and Tell: Assign 5 minute reports on the most common weaving, dyeing, printing, and finishing processes. Students give reports in class and show samples of fabric to illustrate all processes.	

LEARNING EXPERIENCES	EVALUATION
Show films: "Border Weave", The Wool Bureau, Inc.; "Once Upon a Sheep"; "Facts About Fabrics", DuPont; "Cotton-Nature's Wonder Fiber", National Cotton Council and/or Field trip to processing or textile factory. Have students look for processes they have studied and notice machinery used.	

Supporting Generalization: Coordination of fabric and style, skills in construction, and creative touches can result in individualized garments.

Conduct discussion session to verbalize generalization.	
Arrange display of sewing equipment; explain use of each; point out those that are essential.	
Demonstrate use and care of sewing machines. Hold practice session for those who have not previously used machine assisted by those who have.	Survey each girl's previous sewing experiences. Analyze the choices of patterns and fabrics to be sure a new skill or technique is learned.
Consider pattern and fabric selection. Demonstrate measurements. Have girls work in pairs to take measurements and determine pattern sizes. Pattern size should be carefully checked by the teacher. Have large display of trimmings to help give ideas for creative touches; class may suggest others.	
Have each student construct garment. Use mock-up and/or actual pattern to explain markings and lay-out.	
Have each student proceed at own pace with construction of garment.	

LEARNING EXPERIENCES	EVALUATION
Give instructions on techniques as they are needed.	
Demonstrate basic sewing skills such as hand hemming, mending or patching a hole, sewing on buttons, and sewing in a slide fastener.	Fashion show. Have student evaluate his own garment and classmates' garments. Suggest improvements. Calculate cost and compare with similar ready-to-wear garment.
Demonstrate ironing and pressing techniques.	

Supporting Generalization: Clothing looks better and wears longer when cared for as determined by the fabric.

Set up area to represent closet and dresser drawers. Garments are improperly stored (e.g. wool knit sweater is on hanger). Students have contest to list malpractices. Members of class volunteer to correct situation, explain, and draw up rules for storing garments of various fabrics, and ways of arranging storage areas.	Display different kinds of fabrics with various stains on them. Students identify stains, consider type of fabric, consult references and devise procedure for cleaning and pressing.
Show life cycle of clothing moth. Demonstrate methods of treating and storing woolens to prevent damage.	
Have pupils make illustrated charts showing how stains may be identified by observing (1) appearance, (2) odor, (3) location, and (4) feel of spot or stain.	

Supporting Generalization: Consumers are able to evaluate important factors in choosing ready-to-wear clothing when they are familiar with textiles and construction techniques.

LEARNING EXPERIENCES	EVALUATION
Brainstorm for information learned in fabric study and in clothing construction that would help in buying a quality ready-made garment. Distribute dittoed compilation for girls to use in assessing a ready-to-wear garment.	Use same dittoed sheet for girls to evaluate personal garment they have recently purchased.

BROAD GENERALIZATION: The complex interaction of the world economy, the rapid technological changes in the clothing and textile industries and variations in consumption patterns affect the cost, quality, and availability of goods to individuals and families.

Behavioral Objectives:

- Recognizing the worldwide application of economic principles and the economic interdependence of the peoples of the world.

Supporting Generalization: The importing and exporting laws and tariffs influence the production, consumption, cost, quality and availability of goods.

Put up a display chart to be filled in by the students. (See end of unit.) Separate the students into two main groups: Japan & United States. Assign two leaders, one from each group. Leaders assign research to students to fill in the display areas. Have the students explain their area of the display to the class in correct sequence.	Identify items in your own wardrobe which were produced in foreign countries. List items and the cost of each. Determine cost of comparable items made in the United States. Analyze cost differences in terms of economic influences, such as: - available resources - production techniques - cost of labor - shipping costs and importing duties.

LEARNING EXPERIENCES	EVALUATION
Have a questionnaire sheet to be filled out by all students in full sight of the display, to be used for class discussion.	Have class discuss and evaluate using the questionnaire as a guide.

Supporting Generalization: The history of fashion is helpful to designers in anticipating and influencing the consumers' needs and desires in clothing.

From a list of fashion periods, have each student trace and draw one dress on a figure complete with accessories. Paint or color with pencils. Mount with felt on the back and put in chronological order on a felt board.	
Brainstorm: "Why do you think styles keep changing?" Explain and discuss "Fashion Adaptations". Have students scan fashion magazines and newspapers for fasions they feel are adaptions of certain periods. Cut out, mount felt to the back. Try to get high fashion and some less expensive copies.	Using the felt board, have the students mount some period designs, and some modern adaptions of each. Suggest reasons for making changes in the original design.
Brainstorm: "What types of designs in clothing are needed in the future?"	

Supporting Generalization: The inter-effect of consumer buying and store distribution practices affect the cost, quality and availability of goods.

Set up a mock sweater department in a store. Divide the class into three groups. Put up the "beginning season" sign. First group of girls select sweaters - send a few girls up at a time. Have them go to an area of the room and make a list of "reasons for buying".	

LEARNING EXPERIENCES	EVALUATION
Put up "mid-season" date. Send second group of girls to purchase sweaters a few at a time. Have them make a list of reasons for buying, considering selection available and price.	
Bring stock into the store for the next season: Have the students suggest what has to be done with old stock to give room for new.	
Fold sweaters, put sale prices on tags, man-handle some sweaters slightly. Put up a sign. Hang the new stock on hangers. Send the third group of girls to purchase the sweaters on sale all at one time. Give them 2 or 3 minutes to make selections.	
After their purchase have them evaluate conditions for buying. Have them consider any of the following points they have not mentioned: - Satisfaction with purchase - Coordination with wardrobe - Variety of possible uses - Price - Condition when purchased - Variety and availability of stock to choose from - Time of year purchased and expected use during current season.	Have students evaluate this mock store situation in relation to supporting generalization.

BROAD GENERALIZATION: Knowledge, interest, and ability in the textile and clothing area have vocational implications for students with awareness of job opportunities and competences in these fields.

Behavioral Objectives:

- Preparing to make an intelligent choice of life work.
- Understanding the variety of vocational opportunities that are related to interest, knowledge and skills in clothing selection, use, maintenance and construction.

Supporting Generalization: A wide range of job opportunities exist in the clothing and textile industries for individuals with varied interests, abilities and aptitudes.

LEARNING EXPERIENCES	EVALUATION
Make a preliminary survey of possible job training stations in the community. Have pupils discuss their conception of what each job involves.	Develop a bulletin board displaying appropriate job titles.
Invite a person from the State Employment Service to speak on job opportunities in your area, qualifications needed, training required, occupational hazards, and other particulars concerning employment.	Students state some generalizations regarding choice of job in relation to interests, qualifications, and training required.

Supporting Generalization: Factors affecting choice of jobs include job preference, availability, requirements, occupational hazards, and job advancement.

Have each student prepare a written report on all available information about a job of interest to her. Present orally at close of unit. Analyze her attributes for filling this position.	Make a written plan of objectives for obtaining and keeping this job.

Supporting Generalization: Attitudes, behavior, appearance, and skills can affect obtaining a job, success in job, performance and advancement.

LEARNING EXPERIENCES	EVALUATION
Obtain from some large companies and display - Character Reference Forms, Employment Applications and booklets given to new employees. Compile a master list of desirable qualities for the potential employee.	Pupils develop a rating scale for factors that influence success on the job.
Plan to have a representative of a charm school or a cosmetic firm demonstrate grooming techniques and social graces.	Set up an assortment of garments and accessories, numbering each item. Pupils select items to complete an interview outfit. State reasons for choice of each item and analyze the appropriateness of the outfit for their individual personality and figure type.
Prepare a bulletin board illustrating suitable attire for the interview.	
Role-play situations involving grooming, job etiquette, and employer-employee courtesy, such as: gum chewing, wearing curlers to work and calling boss by first name.	
Invite a business education teacher to speak on filling out a job application form, conduct during an interview, and keeping records for a small private business.	Have students showing skill and interest set up a School Repair Clinic or Home or Community Maintenance Service. Publicize service through fliers, posters and announcements.

GUIDE FOR DEVELOPING LEARNING EXPERIENCES
in
HOME MANAGEMENT AND FAMILY ECONOMICS
for
MIDDLE AND LATE ADOLESCENT

CONCEPT: Human and Material Resources and the Management Process

SUBCONCEPTS:
- Management to Achieve Goals of Individuals and the Family
- Factors Affecting Utilization of Economic Resources
- Human Factors Affecting Availability, Demand and Use of Resources
- The Relationship of Managerial Skills to Employment and Effective Home Membership

BROAD GENERALIZATION: Management is the conscious, decision-making aspect of homemaking which deals with planning, controlling, and guiding of resources toward achieving individual and family goals.

Behavioral Objectives:
- Making intelligent use of personal and family resources.
- Becoming a good member of work group.

Supporting Generalization: Families and individuals build a life with choices made day by day.

LEARNING SITUATIONS	EVALUATION
Provide pupils with carefully selected family stories from magazines; allow a short time for reading. In groups or individually, identify in each family situation choices and decisions that were made in terms of family and individual needs, wants, and goals.	Make a list of your choices: - made at home today - made in homeroom - made yesterday - during the past week - by your family during the past week Share in class discussion and analyze in terms of wants, needs, and long-term goals.
Ask lead questions: What are the families choosing? Are they wants, needs, or long-term goals?	Discuss questions such as: - What were the situations that called for choices? - Classify these into wants and needs. - Mention at least three long-term goals for each couple. - Show how the choices they made could influence the couples' chances of reaching long-term goals.

Supporting Generalization: Available resources vary in families and individuals.

LEARNING EXPERIENCES	EVALUATION
Use cards designed to represent resources (time, energy, money, material goods, abilities) to stimulate ideas of resources. Display the cards.	Using a developed checklist of individual and family resources, have pupils analyze their own personal resources by indicating with an S (strong), M (moderate), and W (weak).

Supporting Generalization: The steps in decision making implement the management process.

As a total group, discuss and make as complete a list as possible of all activities involved in the junior and senior years in high school. Indicate resources necessary to fulfill each activity. Examples: yearbook, athletic participation, class trip, student government involvement, prom. Set up problem situations for groups based on these needs and wants. Discuss steps in decision making such as: - define your goal - list resources - make a plan to use your resources to attain your goal - follow your plan - evaluate results In groups, work and rework problems applying steps in decision making. Indicate possible decisions and ways of using resources to attain goals.	Complete the following sentences indicating the use of management principles: - I can help my family reach a goal by ______________ - I can use my time to better advantage by ______________ - I can contribute to family resources by ______________

LEARNING EXPERIENCES	EVALUATION
Have each group report on ways of attaining the goal indicated in the group's problem.	

BROAD GENERALIZATION: The utilization of economic resources is affected by knowledge, attitudes, values, and interpretations of the environment (accumulated through experiences).

Behavioral Objectives: - Improving economic competence and independence in family and small group situations.

Supporting Generalization: Economic decisions differ for individuals and families.

Develop a questionnaire identifying categories in which teen-agers spend their money; each pupil will fill out the questionnaire forms. Using a student committee, consolidate and average results of the questionnaire. Have students use these findings to illustrate 3 or 4 class spending patterns on a pie chart (low, high, average expenditure levels).	Referring to pie chart illustration, pupils answer the following: (examples) - On what item does our class spend the most money? - On what item does our class spend the least? - How does this compare to your spending habits?
Develop case situations illustrating varying spending patterns of teen-agers. Working in groups have students analyze these situations to determine: - Expenditures for clothing, food, recreation, or social events. - Areas of highest and lowest expenses. - How case situation compares to class and individual spending patterns.	Have each student develop an individual spending plan showing how expenses can be cut in order to save money for a long-range goal. Have them try out and evaluate their plans.

LEARNING EXPERIENCES	EVALUATION
- How the individual in the case study might cut expenses in order to save money for a long-term goal.	
Use questionnaire designed as self-study to enable student to ascertain his economic values and attitudes toward patterns of spending. Use filmstrip "Marriage and Money" from Institute of Life Insurance. Use "A Date with Your Future" from Institute of Life Insurance as informational material for study of economic planning.	After considerable background is gained from reading and discussion, have group break up into couples to work out spending plan for the first year of marriage. Have each couple make the following decisions based on their choice of vocation and realistic annual income: - What money will they include in their basic budget? - Will they buy a house or rent an apartment? Furnished or unfurnished? - Shall they own a car? New or used? - How much shall they plan to spend for living quarters transportation insurance (kinds?) medical and dental care food clothing recreation savings gifts Evaluate their ability to plan as "we" instead of "I".

Supporting Generalization: Individual perception of available resources affects personal and family living patterns.

Plan and conduct a panel discussion using resource people from the community. Possible topic: Consumer Problems. Resource people: Community Chest, Bankers, Home Management and Family Economics Extension Specialist.	Pupils asked to collect advertisements and articles from news media which illustrate possible reasons for current family spending patterns. Examples: easy terms, readily available charge accounts,

LEARNING EXPERIENCES

Discussion might be guided by the following questions:
- What financial problems are of most concern to people in our community? (lack of adequate income, excessive credit buying, major illnesses of family members)
- Are these concerns limited to the local area, or do they reflect national concerns?
- What types of financial guidance are available to the community?
- Can these financial problems be avoided? How is this possible?

Select a student panel of 5 members to read and report on David Caplovitz's book The Poor Pay More. New York, MacMillan, 1963. Emphasize the following points:
- Extensive credit buying
  a. lack of cash
  b. status symbol pressures
- Higher interest rates
  a. lack of down payment
  b. long-term loan
  c. lack of advice
- Lack of knowledge
  a. unscrupulous retailer
  b. consumer practices
  c. advisory services available
- Shopping in a small area
  a. neighborhood stores in slums charge higher prices.
  b. lack of transportation
  c. victims of door-to-door salesmen
- Lack of communication
  a. newspaper
  b. languages differ
  c. phone repossessed
  d. consumer magazines

EVALUATION

door-to-door salesmen who prey on the uninformed.

Display articles on bulletin board.

LEARNING EXPERIENCES	EVALUATION
Develop in class discussion a summary of the information obtained from the panel presentations.	Each pupil indicate one or more facts learned from presentation. Collect and use as summary generalizations.

Supporting Generalization: There is a relationship between knowledge of economic resources and the management potential of individuals and families.

Rotation group work: Divide the class into equal groups. Give each group a folder concerned with one phase of family economics. Possible topics: budgeting, credit buying, insurance planning, bank services, checking accounts, investing, etc. Each folder contains a complete set of references (commercial material, application forms, background readings) learning experiences and evaluation devices. Ask each group to complete the assignments in each folder and to add materials regarding each topic using information gathered from community resources. Bring groups together at intervals for general discussions, films, presentations by resource people, and group reports of progress.	As part of each folder assignment develop a list of terms with definitions to be used in oral group evaluation sessions. Divide class into teams to compete for points. Results may be used as part of the progress chart. Examples of terms: joint checking accounts, revolving charge accounts, garnishments, term insurance, mutual funds. Progress chart used to indicate when group experiences are completed in each area. After all groups have finished all folders, administer objective test: Multiple choice, true and false, matching items.

BROAD GENERALIZATION: Family structure, biological characteristics, and the stage in the family life cycle are causal elements that affect availability, demand and use of resources.

Behavioral Objectives: - Developing an awareness of the changing needs and resources of families and individuals.

- Recognizing the interrelationships between innate characteristics and environmental influences on the availability, demand and use of resources.

Supporting Generalization: A change in one resource creates a change in another.

LEARNING EXPERIENCES	EVALUATION
By class discussion develop a definition of the term "resources".	
Divide into small groups to brainstorm for 3 minutes a list of resources available to everyone. Come together and report results.	Superior students use reference material to develop categories of resources. Such as:
Construct a balanced set of scales from a coat hanger, pipe cleaners and small aluminum pie pans. Use cards with name of a resource category on each; and, by demonstration, show that when a resource is made heavier on one side of the scale, some other resource must get lighter.	Cultural resources: schools, libraries, museums, books, newspapers, etc. Economic resources: income, stocks, bonds, bank services, etc.
Examples: Football player in the fall adding additional school activity to pupil's day or taking on a wage-earning job while still in school.	Slow learners: Assist in constructing visual display of resources.
Use flannel board for lecture demonstration. Use pictures to present and review the steps of the family life cycle.	Each group will use the scales to show how availability, demand and use of resources is affected by: 1) different stages of the family life cycle; and 2) a change in structure of a family.

Supporting Generalization: Changes in the use of resources may be affected by the family structure.

LEARNING EXPERIENCES	EVALUATION
Divide class into groups corresponding to stages in the family life cycle. Have each group do the following: - Decide how their phase of the family life cycle will affect the resources available to the family. Conversely, how their resources will be affected by this particular phase. Example: The Beginning Family High level of income if both members are employed, need to acquire material goods, dual roles of homemaker and wage earner which affects management of time and energy, etc. - Determine how a change in the structure of the family such as addition or subtraction of a member, or a member who is physically or mentally handicapped, will affect available resources.	Use case studies showing family histories and problems. Have students identify family life cycle stage and discuss how problems would affect each family member.

Supporting Generalization: Differences in the biological characteristics and families' and society's perception of these affect the availability, demand, and use of resources.

Display in the room, either the names or pictures of well-known public figures who have succeeded despite a handicap, e.g., Helen Keller, F. D. Roosevelt, Sammy Davis, Jr. Use examples of local people if there are any.	Use scale to show that a handicap affects the availability, demand, and use of resources and what must be added to restore the balance.
Question and answer period: - Can you identify these people by name, career, or occupation? - What do these people have in common? - Can you name any others?	Group evaluation for the whole generalization: - The trunk of the tree is the family. - The low branch on one side will be the family cycle and the small branches extending from this will be the various stages in this cycle.

LEARNING EXPERIENCES	EVALUATION
- What other handicaps affect a person's ability to use resources? - Are there people among your friends and acquaintances who have compensated for a biological handicap? Explain how they did it. - How did they make use of the resources available to them?	- Low branches on the other side will be biological characteristics, and the smaller branches will each be labeled with different characteristics. - Branches further up in the tree will be the family structure and each class member will fill in a leaf with the structure of her own family on it. - Flowers on the tree will be the availability and demand of resources. - Fruit will be the use of resources.

BROAD GENERALIZATION: A family's ethnic, technological, socio-economic and geographic backgrounds affect the availability, demand, and use of resources.

Behavioral Objective: - Understanding the interrelationships between family and community resources.

Supporting Generalization: Changes in a community influence stability and/or change in the use of resources.

Assist pupils in conducting a community survey. Assign pupils to different sections of survey, either individually or in groups. In class discussion, develop a profile of available community resources. Discuss other communities with which the students are familiar. Emphasize that available resources differ in rural, urban and suburban areas. Use bulletin board as a means for depicting these differences. Examples: urban factories and rural farms, suburban shopping centers and rural country stores.	Use a summary of information learned about the community to construct a bulletin board display. By use of cards or pictures illustrate available community resources. Using a checklist of community resources, have pupils determine those available and indicate which they and/or their families use.

LEARNING EXPERIENCES	EVALUATION
Create a case study which depicts a change in a local community resource, such as: closing of a factory, construction of a new college facility, or re-locating of a major highway outside of town. Divide class into groups of 6. Allow 6 carefully timed minutes for groups to study case story and determine how this change in community resources will affect members of the community. Report results to class and summarize on chalk board.	Have pupils prepare a bulletin board display to show how a change in one resource affects the use of other resources. Have each pupil indicate one or more facts learned from discussion. Collect and use as summary generalizations.

Supporting Generalization: A family's adjustment to changing conditions is a reflection of the diverse family patterns created by existing environmental conditions.

Have students do background reading (group work or home experience) using a reading list of modern novels, to illustrate the relationship between the environmental conditions, development of family patterns, and adjustment to changes in availability, demand and use of resources. (Examples: West Side Story, Main Street, Joy in the Morning, Cress Delhanty, Cheaper by the Dozen.) To illustrate loss of an economic resource, remove the ribbon connecting the family and its source of income and discuss other changes this will produce in the family's pattern of living. Example: When a factory owner goes bankrupt, how does his family adjust to the changed economic conditions	Develop a set of questions which would serve as guidelines for written or oral book reports to be presented to the class. Example: Economic Resources: - What economic resources are available to the family? - Did the family experience any change in availability of these resources? - What change (or changes) took place? - How did the family adapt to this change (or changes)?

LEARNING EXPERIENCES	EVALUATION
(sale of home, loss of country club membership). When the man on welfare obtains a job, what changes may take place in his way of living? (purchase of a car, move to a larger apartment).	

BROAD GENERALIZATION: Managerial skills and abilities can facilitate possibilities for present and future employment.

Behavioral Objectives:

- Preparing to make intelligent choice of lifework.
- Understand that future vocational opportunities can be facilitated by appraisal of personal capabilities and organization of resources to utilize them.

Supporting Generalization: Opportunities for wage-earning occupations can be improved by organization of resources.

In class discussion, develop a list of wage-earning activities which could be used by class members to earn money while they are in school. Have pupils write a time table of a typical school day, indicating total time necessary for activities such as sleeping, grooming, eating, school activities, recreation and transportation. Construct a similar table indicating how time is spent on typical weekend days. Combine these tables into a chart which shows total time spent on various activities each week.	

Supporting Generalization: Individuals and families within the same community differ in resources available to meet their needs.

LEARNING EXPERIENCES	EVALUATION
Divide class into groups of 6. Allow 6 carefully timed minutes for discussion of each of the following questions: Examples: - You are living in an urban area. Your total weekly income is $200 per week. Where do you live and what community resources are available to you? Summarize results of group discussions on chalkboard and continue with: - You are living in an urban area. Your total weekly income is less than $20 per week. Where do you live and what community resources are available to you? Summarize results of group discussions on chalk board.	Compare results of group discussions by posing the following question: Examples: Suggested questions: How would the resources of these families differ in: - Making friends - Assistance in time of trouble (economic crisis, loss of job, illness) - Planning food budget - Available recreational facilities Questions may be answered (by individuals or groups) in any of the following ways: verbal, written, drawn, or acted out.

Supporting Generalization: As personal and family resources undergo change in social and economic levels and family patterns, adjustments in living conditions, social activities, etc., take place dependent on decisions made in relation to personal and family goals.

LEARNING EXPERIENCES	EVALUATION
Develop a flannel board demonstration which illustrates a variety of family living conditions. One side of the display would be a family living unit, the other, symbols of resources available to the family. Example: A one room apartment and resources of: a welfare agency (economic) and the back stoop or front steps (social and recreational); a multiroom ranch house	Pupils use background readings to help create display. Some students may assist with construction of visual material. Others may be assigned further readings dealing with American subcultures: Harrington, The Other American, Conant, Slums and Suburbs, etc. Ask students to go to the flannel board and demonstrate the effects of a specific change in a resource

LEARNING EXPERIENCES	EVALUATION
and resources of: a family-owned factory (economic), theater (cultural), and country club (social and recreational).	on the family unit. (Death of the father, birth of twins, divorce, job advancement, etc.)
By using strips of ribbon to connect the family unit and its resources, show adaptations to changes in resources.	

Supporting Generalization: Use of time for personal development, constructive vocational interests and skills can open the door to future vocational opportunities.

LEARNING EXPERIENCES	EVALUATION
Have student committees develop a pie chart indicating average time spent for each activity by class members. Display results on bulletin board or flannel board.	Have pupils develop a personal time schedule which includes time for wage-earning activities. Use this chart for at least one week and report to class on reasons for success or failure, and difficulties encountered.
Divide class into groups of 6. Allow 6 carefully timed minutes for discussion of the following problems: In what areas of the pie chart can we "save time"? How can this be done? List several ways.	
Have pupils report results of group work to class. Summarize material on chalk board. In class discussion point out how time saved may be used for wage-earning activities.	Indicate if extra time is being used for wage-earning or personal development. If not, why not? If so, what constructive, recreational, cultural, creative, or other activities is this "extra time" being used for?

Supporting Generalization: A variety of experiences in the world of work helps individuals in making vocational choices.

LEARNING EXPERIENCES	EVALUATION
Using a summary of reports on local wage-earning activities actually being conducted by class members, develop a list of money management problems directly related to employment. Examples: income tax, social security payments, use of money earned.	List ultimate personal goals desired: - from extra money earned - personal development activities - if neither, analyze weaknesses of original plan and restate goals.
Add to this list other items which must be considered when working, either part or full time. Examples: Working papers, unemployment compensation, payroll deductions, contracts, fringe benefits, retirement plans, record keeping for home centered activities.	
Explore opportunities for employment and preparation for careers after high school.	
Resource people may include: State Employment Service, local employers, business education teacher, distributive education coordinators, self-employed business women. Films and field trips may be used to develop an understanding of opportunities in local labor market and the world of work.	
Have student groups summarize and mimeograph information obtained for class distribution, including job opportunities, job descriptions, opportunities for training and advancement on the job and wage-scale.	Have pupils develop a self analysis sheet, including personal resources, skills, aptitudes, interests and kinds of jobs or employment situations for which they are prepared or for which they need additional training and what kind.

GUIDE FOR DEVELOPING LEARNING EXPERIENCES
in
THE FAMILY AND CHILD DEVELOPMENT
for
MIDDLE AND LATE ADOLESCENT

CONCEPT: The Individual in the Family and Society

SUBCONCEPTS:
- Functions of the Family as a Cultural Unit
- Contemporary Pressures on Family Unit and Elements of Constancy
- Roles of Individuals Within the Family
- Uniqueness of Individuals
- Family and Individual Adjustment to Change
- Careers and Occupations Related to the Family and Child

BROAD GENERALIZATION: In all known societies there is a recognized unit that assumes the functions of child bearing, regulation of behavior, and economic support.

Behavioral Objective: - Developing an understanding that families have differing ways of meeting their needs and that there are many variations in family patterns of living and that these are learned from the culture to which the family belongs.

Supporting Generalization: The organization of a family reflects the needs of the family and the culture of which it is a part.

LEARNING EXPERIENCES	EVALUATION
Ask the library to arrange a book and magazine display on family units in other cultures. Divide the class into groups, and give each group a list of key questions to guide their research of a particular culture. Utilize persons from other cultures both in class and in the school as resource persons.	Have each group form a profile to describe the family unit, its organization and its functions, using a flannel board and the bulletin board. The slow learners can utilize a bulletin board display to good advantage.
Use Key Questions, such as: - Who is the head of the family? Why? - Who is included in the membership of the family? Why? - Who cares for the children? Why? - Who provides for the necessities of life? - What responsibilities do other members of the family assume?	Have class compare American culture with cultures researched: - Answer same key questions in light of the American family. - Examine other cultures for possible assimilation of more into one's own culture.

Supporting Generalization: The functions of a family reflect the needs of the family and the culture of which it is a part.

LEARNING EXPERIENCES	EVALUATION
Have class administer a questionnaire to married women (mother, relative, neighbor, friend) to determine what kinds of preparation a girl should have to be able to meet the needs of her future family. Have class prepare this questionnaire.	Compile results of questionnaire and arrive at some concepts about which the students should gain some understanding during the year's work. Suggested questions for analysis: - Does the family unit accept any responsibility for educating or providing vocational training for the children? - Does the family in any way contribute to the religious training of its members? - What are the family-centered recreational activities? - What economic functions are performed by the family? - What forms of protection are provided by the family?

Supporting Generalization: In an effort to meet their needs, some cultures have attempted to de-emphasize the family.

Teacher present article on attempt to de-emphasize the family in Isarel (National Geographic, March, 1965, "Israel--Land of Promise"). Teacher may refer to encyclopedia for further information.	Class discussion: Are there any trends toward de-emphasizing the family in the American culture?
Have academically capable student do independent research on similar efforts to de-emphasize the family in Russia, or bring in a resource person to speak on this aspect of Russian	Have students write on: What are the advantages and disadvantages of having persons other than parents care for physical needs and desires of family?

LEARNING EXPERIENCES	EVALUATION
culture. (Social studies department, person who has participated in culture exchange program, etc.)	

BROAD GENERALIZATION: Although social and economic changes in contemporary American culture create pressure on the family unit requiring continual adjustments, there are elements of constancy in family living which provide the basic stability of this institution in society.

Behavioral Objectives:

- Understanding of core functions of the family and the effect transition of American life makes on these functions.
- Identifying with larger groups and organizations interested in cultural, economic, social and political affairs and becoming effective members of them.

Supporting Generalization: Because there are conflicts of values and moral standards within American culture, there are strains on the family unit which affect the development and behavior of the individuals within the family.

Provide students with a list of resource materials dealing with women in the 20th century. Pupils read and report to class. Examples: Modern Women, The Lost Sex, F. Lundberg and M. F. Farmham, M. C., Grosset and Dunlap, N. Y. American Women: The Changing Image, B. B. Cassara, ec., Beacon Press, Boston,; and/or Sixpence in Her Shoe, Phyllis McGinly, Dell, New York.	Questions for discussion: - What events of the 20th century have drawn women out of the home? - What political changes have accompanied the change in the role of women? - Do you see any change in the values of women as a group through the years? - Is there any hint of a relationship between the change in women's role and the home from

LEARNING EXPERIENCES	EVALUATION
The President's Report on Women, Look Magazine, January, 1966. Ladies Home Journal, January, 1965. McCalls, April, 1966.	which she comes? - Is her new role a result or a cause of a change in the home and family unit?
Conduct a panel discussion on "The Role of Women in a Changing Society".	Have each student prepare a projected chronological profile of her life from 17-70. Also her mother's, grandmother's, using her awareness of the role of women as presented by the panel.

Supporting Generalization: The task of socialization becomes more complex where there is rapid change.

LEARNING EXPERIENCES	EVALUATION
Using families on the move as an example of rapid change which will make the task of socialization more complex, have a student in the class who has moved recently give a talk telling how this move affected the socialization of the family. If there is a class member who has been moving frequently, such as a service man's child, use her as a resource person.	

Supporting Generalization: Adjustments the family must make increase in complexity as change becomes more rapid.

LEARNING EXPERIENCES	EVALUATION
Brainstorm: You are moving to Cleveland, Ohio next week. What contacts will your family have to make upon their arrival to make your adjustment easier?	Divide class into groups of 6. Allow 6 carefully timed minutes for discussion of a case situation such as: Bill's father worked his way through college in a Midwestern university at the end of the depression. His mother obtained a secretarial job directly out of high school and began to support herself. Bill just finished his junior year in a suburban high school

LEARNING EXPERIENCES	EVALUATION
	and has a summer job as a school maintenance assistant that will net him $500. The change in the economy during the span of time represented here gives the two generations a different point of view on money matters. Discuss the conflicts that you think may arise over the question of Bill's freedom in the use of his earnings. Each group can be assigned a different problem related to adjustments to change. Present results to class.

Supporting Generalization: A key factor in the constancy of the family is personality development through affectional security.

LEARNING EXPERIENCES	EVALUATION
Use a film to show how the lack of affectional security can affect a child. Two examples are: "Portrait of a Disadvantaged Child", available from N.Y.U., rental fee $3.50; and "Roots of Happiness", available from State Museum Rental Library, State House Annex, Department of Education, Trenton, New Jersey.	Discuss film used from the standpoint of the positive effect of affectional security upon the family and the negative effect the absence of it can have.

Supporting Generalization: A family can provide a continuity of guidance.

LEARNING EXPERIENCES	EVALUATION
Present case study showing aspects of continuity of guidance such as: Child sent to regimented camp in summer and liberal boarding school in winter. Foster children living in different foster homes almost every year.	Have class develop case study, either fictional or true, which will further emphasize this point.

Supporting Generalization: The family is an interpreter of the culture.

LEARNING EXPERIENCES

Through preliminary presentation by the teacher, the stages of acculturation will be brought out:

- Adoption of the cultural model by the young child.
- Rejection of this model in the teen-age years.
- An incorporation of the revised model in the mature personality.

The class may conduct two surveys in order to help the students understand the three stages people tend to go through in reacting to their culture. One group will contact an agreed upon number of their school friends and ask them to list five things in the present-day American culture that they would like to discard. These may be in areas of economics, politics, morals, dress, art, music, etc. Perhaps the groups would like to formulate a check list to aid in the survey. A second group will contact a similar number of adults (teachers, parents, neighbors) and ask them each to list five things that they would want to perserve from our culture at all cost. The groups will compile their lists and report to the larger group for evaluation.

Teacher or student report on Vance Packard's book The Status Seekers, highlighting points such as how different values are emphasized in different localities in the U. S.; keeping up with the Jone's, etc.

EVALUATION

Assign essay questions:

- What social and economic principles will you try to establish for yourself and your future family to act as a guide in interpreting your culture and providing an "element of constancy" to strengthen your family unit?

Use questions such as the following to evaluate the results of the survey:

- What factors in our present-day culture in America do teen-agers most commonly want to reject? How do families control these attempts at rejection?
- What factors in our culture are adults most likely to try to preserve? How may they attempt to do this in their family groups?
- Are these factors that adults have sorted out from the cultural models they received?
- Are any of them new to our culture?

Have students draw generalizations arrived at as a result of their surveys.

Supporting Generalization: Pre-adolescents and adolescents seek to compromise between standards set by the family and those of the peer group.

LEARNING EXPERIENCES	EVALUATION
Ask students to number down on a piece of paper from 1 to 16. By using pictures or actual objects, ask the students to write "like" or "dislike" next to the number of the corresponding picture or item. Have him label his column "self". Repeat, asking him if his parents like or dislike these items. Label that column "parents". Then repeat using friends' likes and dislikes. Label this column "peers".	Have students compile results of check list, correlating likes and dislikes within and among designated groups. Suggested items: - rock 'n roll music - classical music - jazz music - folk music

BROAD GENERALIZATION: The social, cultural, and emotional background of an individual influences a person's ability to assume his present and future roles.

Behavioral Objectives:

- Improving in understanding and control of emotional self.
- Understanding the social problems and decisions which face one involved in the courtship process and the selection of a mate.

Supporting Generalization: The way an individual manifests his future family role is influenced by an understanding of himself and his relationship to his partner.

LEARNING EXPERIENCES	EVALUATION
A questionnaire might be filled out by members of the class before the study of personality development is begun in order that the teacher may be made aware of the needs, interests, and individuality of the students. See end of unit for questions typical of those which may be used.	Teacher study questionnaires and note pertinent information which can be used later in the course.
As an introduction to personality development, the teacher might ask the students to get a mirror out of their purses and look into it. What do they see? Is there anything there besides a face? Have a student stand in front of the room. What do they see now? Have student speak to class. What impression do they have? All of the things they have been observing, plus many more, go to make up a person's personality. Ask: How did each of us get to be the way we are--in looks, walk, speech, clothes, etc? Use flannel board to show story of heredity.	Have students brainstorm: What things other than those we pointed out in class go to make up a person's personality? Examine the list and determine which things are the result of heredity alone, environment alone, or both.

Supporting Generalization: Personality is a combination of traits, habits, values and tendencies which make an individual uniquely himself.

LEARNING EXPERIENCES	EVALUATION
Since study of personality involves understanding of the emotions, learning experiences such as the following may be used: To introduce the unit on emotions, ask the first two students to arrive in class to take notes on the way members of the class react as certain "secret" things happen in class: - Casually walk over to the window and make believe you are adjusting the blinds. Cry out and say that you saw a spider. Unbeknown to the class, students will be observing how the class reacts. (fear)	Buzz groups each list ways in which one aspect of a teenager's environment could affect his personality: e.g., school, friends, family, make-up, position in family, separated parents, grandparents in home.

LEARNING EXPERIENCES	EVALUATION
- Bring a large baby doll wrapped in a receiving blanket into the class. Tell them you are going to use it later in the lesson and then hand it to one of the girls to hold. (love) - Casually describe to the class a particularly poor combination of clothing that you saw someone wear "last night". (disgust)	
or	
Another way the same effect can be achieved is to have three boxes which you will open one at a time. You will have something in it that will "jump" out. The second will have a stuffed dog or kitten in it (a live one would be ideal!). The third should have something in it like a frog from the biology class which will stimulate the emotion of disgust.	When you have finished carrying out these "secret happenings", have observers report to class. Point out that they have reacted by movement and facial expressions. Ask if they felt anything inside.

Supporting Generalization: Attitudes toward future roles as wife, husband, parent, are conditioned by family, cultural, peer group, and economic pressures.

LEARNING EXPERIENCES	EVALUATION
Use the observations obtained from last generalization as a springboard to a discussion of the human emotions.	Have class draw some generalizations as to how a person expresses emotions.
In order to make clear that jealousy is not a manifestation of love, play a recording of a popular song, such as "I Wish You Love".	Have class write for two minutes on what the record meant to them. No names. Read representative samples to class. Discuss.
Show a film such as "When Should I Marry?", "This Charming Couple", "Who's Boss?". Films may be obtained from Rental Library, State Museum, State House Annex, Dept. of Education, Trenton, New Jersey	Discuss questions related to films: - Were the people involved in this film aware of the strains that would be placed upon them in their roles as marriage partners?

LEARNING EXPERIENCES	EVALUATION
	- Has your study of personality development in this class increased your understanding of others? If so, in what ways?
Conduct panel discussion: Conflicts can arise from differences in material values. Consider the impact on the marriage when differences exist in attitudes on things such as drinking, child rearing, religion, in-laws, and community participation by individuals in the family.	Essay test question: The following quotation appears in Shakespeare's "Hamlet": "This above all to thine own self be true and it must follow as the night the day; Thou canst not be false to any man." Discuss fully in essay form what this means to you.

Supporting Generalization: The values that a young person develops and the behavior reflecting those values make an impact on his later marriage partner.

Working with a suggested list of values such as: eating dinner out college education for my children big family fresh fruit out of season hand tailored suits car primarily for service fine car steak often less expensive cuts of meat a night out alone each week trips to the shore spectator sports on T.V. hobby Have class members determine which items they value most, least, and not at all.	Discuss: In the light of the things you value highly, what conflicts can you anticipate between you and your marriage partner?

Supporting Generalization: Personality patterns that have been established play a part in determining a person's "marriageability".

LEARNING EXPERIENCES	EVALUATION
Have printed on a flip chart the marriageable and unmarriageable traits from Landis and Landis, Personal Adjustment, Marriage, and Family Class. Present to class.	
Discuss the following case situation: As part of a high school class project, Judy made the following observations of 9-year-old Steve during a Cub Scout meeting. - When the group was asked to choose up terms, Steve shouted that he wanted to be captain of one team. - The den mother assigned him the job of being one team captain and Steve immediately insisted on getting the first choice so he could have his best friend with him. When this privilege was denied him, he sulked briefly. - The game was played without incident. Later, the boys gathered around the kitchen table for refreshments and Judy noticed that Steve took one of the largest cookies before the group was all seated.	
Back at school Judy was asked if she had observed any personality traits that, if continued, might make marriage adjustment difficult. What might she write?	
Pupils report on what they feel would have been written.	Hoped-for outcome: Self-evaluation with subsequent improvement. Teacher suggest that she is available for personal conferences relating to this area.

Supporting Generalization: Dating experiences provide background for mate selection.

LEARNING EXPERIENCES

Survey students in the high school to discover attitudes and practices relative to going steady. Conduct a similar survey for adult ideas about steady dating. Formulate checklists and tabulate results to compare attitudes of teen-agers and parents.

Many films may be used to reinforce this learning experience.

Using religious attitude checklist, have students evaluate their personal religious attitudes on specified points. Discuss differing views and how they could affect a marriage.

Example of checklist items:
If you are dating or considering dating a person of a different religious affiliation than yours, check to see how strong or weak your convictions and practices really are.

- Observing religious holidays.
- Having religious pictures or symbols in your home.
- Regular attendance at services.
- Observing religious rituals or traditions in your home.
- Bringing up your children in your "faith".
- Observing religious dietary regulations.

Each item should be rated as: very important, important, unimportant, no opinion.
Suggest taking checklist to boyfriend or girlfriend.

EVALUATION

In light of the arguments against steady dating, what can young people do to combat these objections and still live with this firmly established teen-age pattern? (Group dating, "no-date" nights, individual contacts with friends of the same sex, etc.)

Teacher formulate questions which will highlight main points in the film.

BROAD GENERALIZATION: Although there are patterns of growth and development to use for comparison and understanding of an individual's maturity level, individuals are unique in their inherent potentialities, in their pattern and rate of development, and in environmental exposure.

Behavioral Objectives:

- Improving understandings and attitudes which facilitate desirable relationships within the family.
- Manifesting an understanding of the effect of the interpersonal relationships within the family on all family members.

Supporting Generalization: There are existing patterns of growth and development which can be used for comparison and understanding of an individual's maturity level.

LEARNING EXPERIENCES	EVALUATION
Divide group in half for observations of kindergarten or nursery group. Each girl's observation could be directed by a checklist pointing up development level and interest of a specific child. The more able students could review the maturity levels and interests common at the chronological age represented in the group they will observe. Their observation reports could include illustrations of these patterns of development, interest in same or opposite sex, degree of skill in use of small muscles, involvement in dramatic play, degree of independence, etc. Girls make a collection of pictures or borrow them from nursery school, kindergarten, or library to illustrate level of development common to a specific age group. (Kindergarten child assembling a complex puzzel, tying shoe, cooperating in block building group.) Bulletin board display. Through the children's section of the public library, a group of books of particular interest to a	

LEARNING EXPERIENCES	EVALUATION
specific age could be borrowed for display. The students might enhance the display by placards pointing up the characteristics of the books that make them appealing to a particular age level--repetition of sounds, simplicity of story, colorful illustrations, humor, etc.	
If the group has not already seen the film "Terrible Twos...", this might be shown for further clarification of levels of learning.	
Pupils bring selected children's toys to class. Using the developmental checklist at the end of the unit, pupils determine the ways in which the toy is related to the development of the child, and report to class.	Using a list of toys different from those used in class, pupils indicate the age level at which the toy might be used and give reasons to support their answers.

Supporting Generalization: Directed experiences with children in a situation where they can be studied objectively can help adolescents gain greater insight into self-understanding and increase their ability, skills and understanding of children's behavior.

LEARNING EXPERIENCES	EVALUATION
Conduct a play school in the homemaking department two or three days a week for five to eight weeks.	
Observe toddlers on a playground to evaluate the influence of environmental exposure on language development.	

Supporting Generalization: Each individual is born with innate potentialities.

LEARNING EXPERIENCES	EVALUATION
Invite school psychologist to speak on the uniqueness of the individual. Have him include recent findings in the area of inherited latent capacities.	Administer test: (sample multiple choice question) Bill will begin kindergarten in the fall and is still unable to tie his shoes, although his mother has been trying to teach him for some time. What should she do? From the following list, check the ways of handling the situation that you think are acceptable: - Keep pushing. - Offer a reward when he learns this skill. - Wait a while, then try again if he shows any interest in learning. - Point out that his sister could tie her shoes before she started to school. - Plan other activities that will help to develop his small hand muscles. - Buy him a pair of loafers. (The reasons for selection and rejection of techniques can be requested as part of the written evaluation. Reasons can be emphasized through class discussion.)

Supporting Generalization: The child inherits potential for physical growth, but degree realized is closely related to his environment.

Film: "Hungry Angels" - UNICEF. A startling story of children suffering protein deficiencies because of ignorance and poverty.	Discuss ways in which parental attitudes toward modern medicine and nutrition are related to child's health.

Supporting Generalization: The child's pattern and rate of mental, psychological, social, and emotional development is influenced by his environmental exposure.

LEARNING EXPERIENCES	EVALUATION
Have groups within class demonstrate creative activities that enhance the child's development of the senses. Examples: SUGGESTED ACTIVITIES FOR DEVELOPING THE SENSES. - Tasting: "Close your eyes and guess what? Use as examples: peanut butter, orange candy, brown sugar, honey, chocolate, peppermint and lemon life saver. - Touching: Use as examples: cotton, sandpaper, sand, clay, stone, smooth wood, tile. Differentiate between soft and hard, rough and smooth, cold and warm, stiff and pliable. - Seeing: Go for walk and point out everything you see that is yellow (any color). Mother writes a list to read later and recall (or go through a book in this manner). - Smelling: Sample bottles. "Shut your eyes" game. Fill bottles with coca, vanilla, peanut butter, maple, coffee, and orange.	Have students develop their own generalizations. Divide into groups -- Each group make up a surprise box that a baby-sitter could take with her or a mother could have ready for an after-nap activity, emphasizing one of the senses. Teacher may have to assist each group.

Supporting Generalization: Although children need a mother figure to help them develop personal security as they are growing up, it is not the quantity of time that the mother spends with the child as much as the quality of the time spent with the child that counts.

LEARNING EXPERIENCES	EVALUATION
DEMONSTRATION: "People" Environment and Basic Needs. Props: A chair in the center of the room with a circle of approximately 15 chairs around it. A box with 15 squares of paper, each of 4 different colors, one color to represent each of the 4 basic needs of children. A place outside the circle for 4 students to act as a panel of "experts".	

A picture of a five-year-old child.
A picture of a teen-ager.
Tags with names of logical people on them that would help to meet a child's needs, such as mother, father, grandmother, grandfather, housekeeper, uncle, sister, brother, teacher, friend, neighbor, etc. Have some plain tags ready for people the class may think of that you haven't.
Pins
Blackboard

Work with 5 girls, a day ahead, explaining the following process so that they will be thoroughly familiar with it. The girls will act as the panel of "experts" who will judge the decisions made by the class members during the demonstration, report to the class at the end of the demonstration, and be able to lead a discussion on their report. After panel members are seated, with paper and pencil, ask the class to stand outside the circle of chairs. The 5th girl can act as a two-year old child who will sit on the chair in the center. She will hold the box with the colored papers in it. Then ask, "What did we discover were the four Basic Needs of children?" As students answer, write them on the board and assign each a color. (Social, mental, physical, emotional). Then say something like this: "Today, we are all going to participate in a little demonstration. During the demonstration you will be asked to make certain decisions. As you do, each member of our panel of "experts" will make notes on whether or not they think your decisions were correct. At

LEARNING EXPERIENCES

the end of the demonstration, they will report to the class and lead a discussion on their report. Does the panel have any questions? Joan, our two-year-old for today, has a box in which she has pieces of colored paper. Each color is a symbol of one of her basic needs as shown on the board. She is surrounded by a circle of chairs which we might call her "people environment". As I call out the Basic Need, I want the rest of the class to think of whether or not Joan can meet that need by herself or whether she needs help. If you think she needs help, think of who could help her; raise your hand; and when called on by Joan, assume the role of that person and say, "I am your ________. Do you need me?" If Joan feels she does, she will hand you a piece of paper representing that need. I will give you a tag which will identify you and you will then sit in the circle. If any of you outside of the circle can think of another person who can help that need, raise your hand, state who you are and ask, "Do you need me?", etc. Repeat as often as necessary. When we finish one need we will move on to the next.

As I call out the second need, if you are inside the circle and you feel that you can help with this need also, state who you are, ask the question, and the child will hand you the colored paper corresponding to the second need. We will continue this through the four basic needs.

EVALUATION

Ask the panel for report and class discussion of same.

It is hoped that the panel might pose questions such as:

- Who makes up a child's "people" environment?
- When one person leaves this environment, what can be done to make up for the person who left?

LEARNING EXPERIENCES	EVALUATION
After this is done, the teacher will say, "Joan's mother has decided to go to work and she must leave the 'people' environment for the greater part of the child's waking hours. Will the mother get up and leave the circle, but before she does, hand her pieces of paper to people left in the circle who she thinks can do the job for her. If there is no one she feels she wants to give the papers to, she may call on someone from outside the child's present 'people' environment. If the mother thinks they can meet the need, but not as well as the child's real mother, she will tear the piece of paper in half before giving it to her substitute." Continue to ask certain people to leave who will represent different needs such as "friend" for social needs, "teacher" for mental, etc. The person who has left will return to the circle before another leaves so that there is only one variable at a time. At the end, ask everyone to leave--no "people" environment. Ask Joan how she feels--Can she survive?	- If the mother leaves, can she be replaced? - If she is replaced, can her replacement do as good a job? - If so, what qualifications or qualities would the replacement have to possess? - Is it possible for the mother substitute to do a better job? - What generalization can be made? - If the mother leaves for a part of the day, what can she do to make sure that her influence on the child will be strong?

Supporting Generalization: Human environment and interrelationship affect the mental, social, emotional, and physical development at all stages of maturation of the individual.

If time permits, hold up a picture of a five-year-old child. "Mother is going to work now that Joan is in school. Who can substitute at this age level? Same calibre job?	

LEARNING EXPERIENCES

Does the teacher help fill any of the needs formerly met by the mother?"

Do the same thing with the picture of a fifteen-year-old girl. "What are her specific needs? How can they be met and by whom? Which ones is she capable of meeting by herself?"

Imagine the child is now a woman of twenty-four. One by one have "people" environment say who they are--have class decide whether or not she can do without them completely. It will probably turn out that a "friend" will play an important role at this age level.

Assignment for those who have brothers or sisters at home: Observe the way their needs are met at home by members of the family. Are they sought after by the brother or sister or are they met automatically, as a matter of course, or both? Fill in the following table as you observe for three days.

Example:

Check Need/s met	Family Member Helping (or a Substitute	How Did They Help?
Social	Father and Brother	Played Monopoly
Mental		
Emotional		
Physical		

(check one)

Sought after?	Auto-matic?
X	

EVALUATION

Assignment for those who have no brothers or sisters: Go to the library and find information on the following:

- How many women are working in the U.S. at the present time? (percentage)
- How many of these women are married and have children?
- What provisions are made for children of working mothers in Israel? in Denmark or Sweden? in the United States?
- What implications does the above have for our American society?

BROAD GENERALIZATION: The influence and direction of change upon a living, functioning unit is related to its members' ability to reorganize resources.

Behavioral Objective: - Awareness of how private, government, religious, educational, and other agencies aid families.

Supporting Generalization: The living, functioning unit and its members' influence are influenced by change.

LEARNING EXPERIENCES	EVALUATION
Brainstorm: What material things are present in your home that would not have been found in a home 50 years ago?	Analyze some representative samples as to what changes in family life they have brought about. What motivated the creation of these "things"?

Supporting Generalization: The adjustment to change by a living, functioning unit is related to its ability to reorganize resources in a specific life situation.

Make several 4" by 6" cards with specific life situations on each card, such as: widow, married, married with children, elderly, adolescent, and career girl.	Using each life situation, have students list possible resources of each and decide on which of the following activities a large amount of time would be spent: household tasks, family responsibilities, education, socialization, wage earning, personal care.

Supporting Generalization: Specific goods and services have evolved as a result of changing social and cultural structure.

LEARNING EXPERIENCES	EVALUATION
Have class survey the community for goods and services which are available to the family. (Ask parents and neighbors, examine classified ads and yellow pages, contact member of local government about institutions and agencies, or ask member of clergy.) Put lists on board.	Class discussion on: What needs do they fill? Were these services available in Colonial days? If not, why do you think they were instituted? What possible additions can you envision for the future? (Ask class to be imaginative--space age.)

BROAD GENERALIZATION: Because there are community needs for services to homes and families, wage-earning opportunities are available to people with personal interest, attitudes, and competences related to the family and child.

Behavioral Objectives:
- Preparing to make intelligent choice of life work.
- Understanding the variety of vocational opportunities that are related to interest, knowledge, and skills, in the area of child care and family relationships.

Supporting Generalization: Urban communities offer a variety of wage-earning opportunities for high school graduates who have an interest in and enjoy working with children and adults, and who have the ability to guide, care for, and direct their activities for maximum development of personal potential.

Vocational Careers Night--Invite representatives of various fields to come and present a talk, movies or displays related to their fields. These presentations will be conducted concurrently and girls may	Discussion areas: - Why is (any particular) service of use to the community? - Why and how was it established? - What are the present job opportunities locally?

LEARNING EXPERIENCES	EVALUATION
rotate to the areas of their choice. Suggestions of persons in this area to be invited: representative of Visiting Nurses Assoc. to present need for trained persons to serve as companions to the elderly; director of day nursery or suburban nursery school; personnel supervisor from a hospital pediatrics department; summer camp director; community recreation director; baby-sitting agency; representative of department store with child care service.	- What are important student qualifications for employment? - Judge displays and presentations.
Group Research--Using vocational library file, guidance facility, books and government and private industry pamphlets, each group make a list of needed knowledge and learning skills for the particular related job they chose. After research is complete, guide each group in setting up a display (for contest with other groups) showing the equipment and skills needed to fulfill a job in that area. Things may be made or brought from home for the display. Have group members discuss for the rest of the class their display.	
Compile folder on job opportunities from newspaper ads over a week's time.	Analyze job opportunities from the standpoint of qualifications most commonly required, average salary offered, hours, special requirements such as living in.
Group role play: Each group will depict a job applicant. One group will be observers and will be asked to evaluate each presentation as to the reality of the play and to the person they would have hired? Why?	Through discussion, bring out the importance of the first impression, resume, dress, attitude, personality, etc.

DEFINITIONS OF TERMS

For the purpose of this publication the following terms have these definitions:

Basic Home Economics Courses and/or Sequences - courses including fundamental knowledge, skills and understandings in all areas of home and family living and related careers.

Behavioral Objectives - student behavior that is sought.

Behavioral Outcomes - student behavior resulting from the learning experiences.

Community Survey - a fact finding study of socio-economic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families, etc., as they exist at a given time in a given community. It is used by the school as a guide in revising school offerings to meet local needs.

Concept - a word, phrase, symbol or sentence to express the composite of meanings associated with an idea.

Evaluation - the procedure for determining the effectiveness of the learning experience.

Generalization - a statement of a principle, general attitude or value judgment which applies in a number of situations.

Learning Experiences - planned activities aimed at leading the student to the development of generalizations.

Occupational Survey - an investigation and evaluation to gather pertinent information about a single industry or the occupations of an area to determine the need for training, the prevalent practices, the labor supply and turnover for the purpose of maintaining the occupational program at a realistic level.

Occupational Training - preparation which provides the skill development, knowledge and understanding necessary for job entry.

Subconcept - a term, phrase or sentence that implements the concept.

Supporting Generalization - a statement supported by fact or belief that contributes to an understanding of (or points up one aspect of) the broader generalization.

Teacher-Coordinator - a member of the school staff who teaches the related and technical subject matter involved in cooperative work experience programs and coordinates classroom instruction with on-the-job training.

Cooperative Work Experience Program - employment undertaken as a part of the requirements of a school course and designed to provide planned experiences in the chosen occupation, which are supervised by a teacher-coordinator and the employer. This usually involves one-half day on the job and one period of a related class. Students have other classes for the remainder of the day.